DOCUMENT RESUME

ED 411 212	SP 037 501

AUTHOR	McCombs, Barbara L.; Wlodkowski, Raymond J.; Schukar, Ron; Burrello, Leonard; Swartz, Diane; Whisler, Jo Sue; Wagner, Ellen D.; Peralez, Audrey
TITLE	For Our Students, for Ourselves. Part 1: Learner-Centered Principles in Practice. Part 2: Stories of Change. A User/Facilitator Manual.
INSTITUTION	Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1996-00-00
NOTE	209p.; Includes two video tapes not available from EDRS.
CONTRACT	RJ96006101
AVAILABLE FROM	Mid-continent Regional Educational Laboratory, 2550 S. Parker Road, Suite 500, Aurora, CO 80014.
PUB TYPE	Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Case Studies; Educational Change; Educational Practices; Faculty Development; High Schools; Instructional Materials; *School Culture; Secondary School Teachers; *Teacher Improvement; Teacher Workshops; *Theory Practice Relationship; Videotape Recordings
IDENTIFIERS	*Learner Centered Instruction; *Learner Centered Psychological Principles

ABSTRACT

This comprehensive set of materials is designed to facilitate the development of skills and knowledge needed to be a successful learner and a successful teacher. The materials include: two videotapes, each featuring four 15-minute programs; viewer guides for each program segment which contain a summary of the program, goals, expected outcomes, key themes and topics, and suggested discussion points and activities; and a user/facilitator manual. In Part 1, "Learner-Centered Principles in Practice," the video programs and viewer guides include an overview of learner-centered principles and case studies of three high schools using learner-centered principles for educational change. In Part 2, "Stories of Change," the four video segments and viewer guides address context and need for change, the transformation process, consequences and results, and creating a new culture. The user/facilitator manual includes the objectives, components, and rationale for the program; the program's staff development process; implementation of the program and two support workshops; blackline masters for exercises; and suggested resources and additional readings. An additional pamphlet, "Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform," prepared by the Presidential Task Force on Psychology in Education of the American Psychological Association is included. (Contains 99 references.) (ND)

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ED 411 212

For Our Students, For Ourselves:

Part 1 - Learner-Centered Principles in Practice
Part 2 - Stories of Change

A User/Facilitator Manual

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2550 S. Parker Road, Suite 500
Aurora, CO 80014
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This project has been supported in whole or in part with Federal funds from the Office of Educational Research and Improvement, U.S. Department of Education. The materials produced for this project do not necessarily reflect the views or policies of the Department, nor does mention of organization imply endorsement of the U.S. Government.

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About the Authors

Part 1: Learner-Centered Principles in Practice

BARBARA L. MCCOMBS

Barbara L. McCombs is Senior Director of Motivation and Human Development with the Mid-continent Regional Educational Laboratory (McREL) in Aurora, Colorado. She has more than 20 years experience directing research and development efforts for a wide range of basic and applied areas. She is the primary author of the ***Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*** (1993), disseminated by the American Psychological Association and McREL. Dr. McCombs earned her Ph.D. in educational psychology from Florida State University.

RAYMOND J. WLODKOWSKI

Raymond J. Wlodkowski was a writer and consultant in Boulder, Colorado during the development of Part 1 of this program. With a professional background as a teacher, university professor, and licensed psychologist, he serves as a consultant to local, national, and international organizations, including Thornton Township High Schools, the Association for Supervision and Curriculum Development, and the East Asia Regional Council of Overseas Schools. He is the author of ***Motivation and Teaching: A Practical Guide*** (1978) and ***Enhancing Adult Motivation to Learn*** (1985). Dr. Wlodkowski earned his Ph.D. in educational and clinical psychology from Wayne State University in Detroit.

DIANE SWARTZ

Diane Swartz was a Research Associate with the Mid-continent Regional Educational Laboratory (McREL) in the area of Motivation and Human Development during the development of Part 1 of this program. Her experience includes writing about educational research for practitioners, policymakers, and interested community members. She earned her B.A. in psychology from Duke University.

JO SUE WHISLER

Jo Sue Whisler is Senior Program Associate with the Mid-continent Regional Educational Laboratory (McREL). She has worked extensively developing materials and delivering trainings and technical assistance to school districts as they restructure and implement changes in curriculum, instruction, and assessment. She is co-author of McREL's ***Middle School Advisement Program*** and ***Dare to Imagine: An Olympian's Technology***, both of which focus on learners and empower them to be successful. She earned her B.A. in education from the University of California in Los Angeles and her M.A. in psychology from the California State University in Northridge.

ELLEN D. WAGNER

Ellen D. Wagner was Coordinator of Instructional and Research Technologies for the University of Northern Colorado, and Associate Professor with UNC's Division of Research, Evaluation, and Development during the development of this program. She served as an instructional designer with the ***For Our Students, For Ourselves*** project. She earned her Ph.D. in educational psychology from the University of Colorado.

Part 2: Stories of Change

BARBARA L. MCCOMBS

Barbara L. McCombs is Senior Director of Motivation and Human Development with the Mid-continent Regional Educational Laboratory (McREL) in Aurora, Colorado. She has more than 20 years experience directing research and development efforts for a wide range of basic and applied areas. She is the primary author of the ***Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*** (1993), disseminated by the American Psychological Association and McREL. Dr. McCombs earned her Ph.D. in educational psychology from Florida State University.

RAYMOND J. WLODKOWSKI

Raymond J. Wlodkowski is Research Faculty in the Office of the Academic Dean of Regis University in Denver, Colorado. With a professional background as a teacher, university professor, and licensed psychologist, he also serves as a consultant to local, national, and international organizations, including the Association for Supervision and Curriculum Development. He is the author of ***Motivation and Teaching: A Practical Guide*** (1978), ***Enhancing Adult Motivation to Learn*** (1985), and ***Diversity and motivation: culturally responsive teaching*** (1995). Dr. Wlodkowski earned his Ph.D. in educational and clinical psychology from Wayne State University in Detroit.

AUDREY PERALEZ

Audrey Peralez is a Senior Associate with the Mid-continent Regional Educational Laboratory (McREL). She also serves as a program consultant and coordinator of Safe and Drug Free Schools and Communities for the Southwest Comprehensive Assistance Center at McREL. Audrey has had experience as a classroom teacher, assistant principal, and program director of sex equity for McREL's Desegregation Assistance Center. Ms. Peralez holds a Specialist Degree in Educational Administration from the University of Colorado and a Master's Degree in Reading and a Bachelor's Degree in Elementary Education from the University of Northern Colorado.

LEONARD BURRELLO

Leonard Burrello is a professor of educational leadership at Indiana University. He has also served as the Program Director for Special Education in an interdisciplinary center for research and clinical practice at the University of Michigan. In 1994, he co-authored his third book with Daniel Sage, Professor Emeritus at Syracuse University on Leadership and Educational Reform and is planning a fourth in 1997. He has produced six individual or set of videotapes on Learner-Centered Schools and Inclusion. Currently, he is establishing the Forum on Education at Indiana University which will create a public discourse on lifelong learning on Indiana public radio stations. He has secured over 4 million dollars in grants and projects and is conducting research on planning and transforming schools and their cultures.

About the Project Development Partners

Part 1: Learner-Centered Principles in Practice

In the development of Part 1, the following organizations were partners. Their contributions are included in each organization's description.

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY (MCREL)

The Mid-continent Regional Educational Laboratory (McREL) was established in 1966 as a nonprofit organization dedicated to improving the quality of education. In addition to conducting applied research and developing innovative products and services, McREL convenes educators, policy makers, and other stakeholders to share information, leverage resources, and effect positive change.

McREL staff share a common focus: helping students achieve standards of academic excellence by assisting educators in improving educational programs, practices, and opportunities. McREL's major program areas include assessment and accountability; curriculum and instruction; evaluation; human development, learning, and motivation; mathematics, science, and technology; organizational and leadership development; and special populations.

McREL houses ongoing initiatives including the Central Regional Educational Laboratory Program, which provides technical assistance, research and evaluation, training, and information services to a seven-state region: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The Eisenhower High Plains Consortium for Mathematics and Science, also serving this seven-state region, promotes and supports systemic reform in mathematics and science education. HPC collaborates with state departments of education, higher education institutions, National Science Foundation-funded initiatives, and other state and federal agencies. McREL also manages product development, dissemination, and implementation activities for school mathematics programs, most notably the nationally validated Comprehensive School Mathematics Program (CSMP). Other regional centers housed at McREL include the Region IX Comprehensive Assistance Center and the Regional Technology in Education Consortium.

McREL's products and customized services are available on a contract basis to educators, schools, school districts, regional and state education agencies, and private organizations. In the ***For Our Students, For Ourselves*** project, McREL was the lead organization with primary responsibility for the conceptualization and arrangement of the project.

TOTAL COMMUNICATIONS COMPANY (TCC)

Formed in 1986, Total Communications Company produces film and video programs for network broadcast, education, and industry. TCC also specializes in multimedia and "video wall" presentations. TCC productions have been shot throughout the United States, Europe, the Caribbean, and the Soviet Union.

As a ***For Our Students, For Ourselves*** partner, TCC is responsible for video treatment development, script development, video production, and all post-production activities.

THE PACIFIC MOUNTAIN NETWORK (PMN)

The Pacific Mountain Network, based in Denver, Colorado, is an association of 44 public television stations and related educational agencies located throughout thirteen Western states. As a television network, PMN distributes acclaimed educational and instructional programming to public television stations and schools. PMN has become a leader in providing high quality audio-visual and multimedia projects, interactive telecasts, and distance learning services.

As a non-profit organization owned and operated by its member agencies, PMN provides cost-efficient group program buys, conferences exploring the scope of public television objectives, leadership and advocacy on regional and national industry issues, and partnership with other educational and media organizations. PMN specializes in informational and instructional programming for family, student, and teacher audiences in fulfilling its mission: *"To assist members in their efforts to help all Americans realize their full potential through educational and lifelong learning."*

Because television is a nearly universal medium in both school and home environments, PMN continually investigates new delivery technologies. From its Denver headquarters and Albuquerque uplink, PMN satellite distribution reaches all Public Broadcasting Service (PBS) stations in the United States.

As a ***For Our Students, For Ourselves*** partner, PMN is responsible for treatment and script review, development of Viewer Guides, broadcast, and distribution via PBS affiliate stations and via the Classroom Channel.

MIND EXTENSION UNIVERSITY: THE EDUCATION NETWORK (ME/U)

Mind Extension University: The Education Network™ is a leading provider of televised educational programming, offering access to education 24 hours a day, seven days a week. The network provides degree programs, accredited and interactive K-12 courses, and professional and personal development opportunities for a wide range of learners. It was founded in 1987 by Glenn R. Jones, a successful telecommunications entrepreneur, and is headquartered in Englewood, Colorado. One of the fastest growing distance education networks in the world, ME/U now reaches more than 22 million schools, corporate sites, military bases, and homes through cable and satellite television.

Mind Extension University is a corporate member of Cable in the Classroom, a non-profit service of the Cable Alliance for Education. Cable in the Classroom members seek to match the resources of cable television with the needs of schools. Among its services is the provision of educational programs, without commercial interruption, to teachers for use as a classroom resource. Member cable systems are committed to providing free installation and basic cable service to all public and private elementary and high schools not served by cable.

As a ***For Our Students, For Ourselves*** partner, ME/U is responsible for treatment and script review and cable distribution via Mind Extension University and Cable in the Classroom.

Part 2: Stories of Change

In the development of Part 2, the following organizations were partners. Their contributions are included in each organization's description.

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY (MCREL)

The Mid-continent Regional Educational Laboratory (McREL) was established in 1966 as a nonprofit organization dedicated to improving the quality of education. In addition to conducting applied research and developing innovative products and services, McREL convenes educators, policy makers, and other stakeholders to share information, leverage resources, and effect positive change.

McREL staff share a common focus: helping students achieve standards of academic excellence by assisting educators in improving educational programs, practices, and opportunities. McREL's major program areas include assessment and accountability; curriculum and instruction; evaluation; human development, learning, and motivation; mathematics, science, and technology; organizational and leadership development; and special populations.

McREL houses ongoing initiatives including the Central Regional Educational Laboratory Program, which provides technical assistance, research and evaluation, training, and information services to a seven-state region: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The Eisenhower High Plains Consortium for Mathematics and Science, also serving this seven-state region, promotes and supports systemic reform in mathematics and science education. HPC collaborates with state departments of education, higher education institutions, National Science Foundation-funded initiatives, and other state and federal agencies. McREL also manages product development, dissemination, and implementation activities for school mathematics programs, most notably the nationally validated Comprehensive School Mathematics Program (CSMP). Other regional centers housed at McREL include the Region IX Comprehensive Assistance Center and the Regional Technology in Education Consortium.

McREL's products and customized services are available on a contract basis to educators, schools, school districts, regional and state education agencies, and private organizations. In the ***For Our Students, For Ourselves*** project, McREL was the lead organization with primary responsibility for the conceptualization and arrangement of the project.

TOTAL COMMUNICATIONS COMPANY (TCC)

Formed in 1986, Total Communications Company produces film and video programs for network broadcast, education, and industry. TCC also specializes in multimedia and "video wall" presentations. TCC productions have been shot throughout the United States, Europe, the Caribbean, and the Soviet Union.

As a ***For Our Students, For Ourselves*** partner, TCC is responsible for video treatment development, script development, video production, and all post-production activities.

THE FORUM ON EDUCATION AT INDIANA UNIVERSITY

The Forum on Education at Indiana University is an interdisciplinary research and development center defining the change forces that shape the way people learn, work and live in contemporary America.

As a partner, The Forum on Education shared responsibility for video treatment development and script development with McREL and TCC.

ELEPHANT ROCK PRODUCTIONS

Elephant Rock Productions is a production and marketing company with offices in Bloomington, Indiana and Chicago, Illinois. It produces video taped programs for education and commercial uses.

As a partner, Elephant Rock Productions shared responsibility for video treatmenet development, script development, and video production with McREL, TCC. amd The Forum on Education.

Special Acknowledgments

The authors would like to thank a number of individuals without whose help the ***For Our Students, For Ourselves*** program and this User/Facilitator Manual would not have been possible.

The authors would like to thank the following people for their help with ***For Our Students, For Ourselves, Part 1: Learner-Center Principles in Practice.***

Special thanks go to our Advisory Board members Rachel Billmeyer, Marc Bluestone, William Callahan, Joycene Davis, Judy Gilbert, Helen Kephart, Angie Rinaldo, Carolyn Schmitt, Kay Shaw, and Mable Young. They gave invaluable advice about what teachers need, the ways in which staff development is best delivered, and the types of staff development activities that would be most helpful to teachers.

Project partners who contributed to the conceptualization and layout of the program and manual also deserve special thanks. They are Tom Dudzinski, our Executive Producer, with Total Communications Company; Pam Pease, our Cable Distribution Partner, with Mind Extension University; Mary Lou Ray, PBS Distribution Partner, with Pacific Mountain Network; and Dan Flenniken and Ron Schukar, Viewer Guide Producers, also with Pacific Mountain Network.

Our special thanks go to Jan Birmingham, the project's administrative assistant, whose dedication and tireless attention to the details of producing this manual contributed significantly to this project's success.

The authors would also like to thank the following individuals for their assistance with ***For Our Students, For Ourselves, Part 2: Stories of Change***.

A special appreciation is extended to the administrators and teachers from the three high schools, without whose time, participation, and willingness to share their stories, this products would not have been possible. Thanks to Janell Clelant, John Davis, Carol Porter, and Dennis Szymkowiak from Mundelein High School. Thanks to Ed Ellis, Pat Maslowski, and John Speckien from Nederland High School. Thanks to Carolyn Conner, Shirley Johnson, Yukari Jones, and Barbara Reed from Westbury High School.

We would also like to recognize the efforts of Tom Dudzinski, our Executive Producer, with Total Communications Company, Jotham Burrello with Elephant Rock Productions, and Laura Ettinger with the Forum on Education for their valuable assistance with ***For Our Students, For Ourselves, Part 2: Stories of Change***.

A very special thank you goes to Camille Chase, the project's administrative assistant, for her dedicated efforts in helping to ensure the success of this product. We would also like to express our sincere gratitude to Marion McDonald for her valuable assistance with graphic design and layout. Finally, we are especially grateful to Amy Garcia for the graphic design and layout of this manual.

for the For Our Students, For Ourselves *Program*

Program Description

For Our Students, For Ourselves: Learner-Centered Principles in Practice is a comprehensive set of materials developed for use with both formal and informal professional development experiences. The User/Facilitator Manual, the first video, ***Learner-Center Principles in Practice***, the second video, ***Stories of Change***, and the Viewer Guides have been designed to facilitate the development of skills and knowledge needed to be an effective learner—and an effective teacher—in the 21st century. These materials are based upon twelve ***Learner-Centered Psychological Principles*** (APA Task Force on Psychology in Education, 1993), which summarize the knowledge base generated by psychologists and educators in the areas of learning, motivation, and human development. ***Stories of Change*** and all the materials which accompany this video are also based on the ***Principles of Learning and Change***. Used strategically, these principles enable an evolving shift in teachers' thinking about learners, learning, and the role of teachers and the teaching process, and also give teachers a platform and a vision for change. Teachers are encouraged to engage in an on-going, long-term change process that will fundamentally alter their perspectives of educational practice. They are encouraged to rethink what best supports learning and fully responds to the needs and interests of learners of all ages.

PROGRAM OBJECTIVES

The program objectives to be accomplished by using the ***For Our Students, For Ourselves*** User/Facilitator Manual, video segments, and video Viewer Guides are to:

- promote teachers' development of skills needed to assess their own classroom practices and identify areas in which changes toward a learner-centered model are needed;
- provide a clear explanation of those factors that define learner-centered practice;
- provide strategies for constructively starting the change process toward learner-centered educational practice;
- provide examples of high school teachers, students, and administrators immersed in learner-centered practice;
- understand change does follow a set of principles that can be learned and applied;
- understand how ownership of the change process emerges through a common understanding that supports a shared vision;
- understand how continuously adapting strategies and developing ownership leads to concrete, positive results; and
- understand that change is a "never ending story," a continuous journey of lifelong learning.

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PROGRAM COMPONENTS

The overall ***For Our Students, For Ourselves*** program components are shown in Figure 1. These materials include a User/Facilitator Manual, two separate videos, and Viewer Guides for each of the video segments.

- The *User/Facilitator Manual* has been developed to provide background information describing the ***Learner-Centered Psychological Principles*** and the ***Principles of Learning and Change*** in practice. The manual is organized into two separate workshops that correspond with each video. In the first workshop, the facilitator trainer guides the participants through a set of key questions leading to the creation of their own learner-centered model. In the second workshop, the facilitator trainer takes the participants through four stages of change helping individuals examine personal, technical, organizational, and collaborative strategies that lead to the implementation of a learner-centered approach to education. Both workshops help participants assess beliefs and practice and identify areas of change. The manual contains four Viewer Guides for the four parts on each of the videos that can also be used to facilitate group discussions and reflection on key concepts in each video.

- The *Viewer Guides* have been developed to stimulate discussion and deepen understanding of what learner-centered practice looks like in an actual classroom setting and gain insight into the processes administrators and teachers go through to transform their schools into learner-centered environments.

- *The High School Series*: These two videos introduce the viewer to the essence of ***Learner-Centered Psychological Principles*** and their implications for educational practice at the high school level. Viewers visit three high schools and observe students, teachers, and administrators using the ***Principles*** to guide their educational reform efforts. Learner-centered practice is demonstrated as an approach that makes learning personalized and relevant in a climate of personal consideration, mutual respect, and student responsibility. The three featured high schools include a small rural school, a school in a suburban setting, and an inner-city school with nearly 2,500 students.

- ***For Our Students, For Ourselves, Part 1: Learner-Centered Principles in Practice***: In the first video, the viewer visit three high schools with diverse student populations, demographics, and circumstances but with a common vision: to recreate their schools, focusing on the needs and perspectives of the learner. Through a four-part format, the viewer first is given a concise overview of the ***Learner-Center Psychological Principles***. The next three parts demonstrate the Principles in action in the classrooms of the three example schools. The viewer sees the exciting changes that began to occur for both teachers and students when educational practices became more learner-centered.

- ***For Our Students, For Ourselves, Part 2: Stories of Change***: Two years have passed since the first video was created, and now in the second video the key participants in the restructuring of the three example high schools convene to discuss the process of change that occurred. They describe how faculty and staff experienced change in their intentions, their personal quests, their technical resources, and the support of their organizations. In a four-part format, viewers first see teachers and administrators describe the creation of their vision for change as it was fueled by both need and imagination. Next, the participants describe the transformation that occurred in their hearts and minds and which became articulated in mission statements. Then the consequences of change are discussed including the occurrence of mistakes that resulted in reflection and growth. The final part emphasizes the evolution to a new culture dedicated to creating a learning community involved in the journey of lifelong learning, change, and continuous improvement.

INTENDED AUDIENCE

These materials have been developed for use with two primary groups. The first group is staff development personnel responsible for providing teachers with professional development experiences. The User/Facilitator Manual provides suggestions, directions, and activities for conducting successful workshops and training sessions featuring learner-centered strategies and tactics for classroom application. The other group is individual teachers or teachers working together as part of a school-level team. Teachers who are interested in learning how to evolve their classroom practice so that it is focused more directly upon the students and their learning needs are also provided with suggestions for making effective use of the videos, activities, and self-reflective exercises.

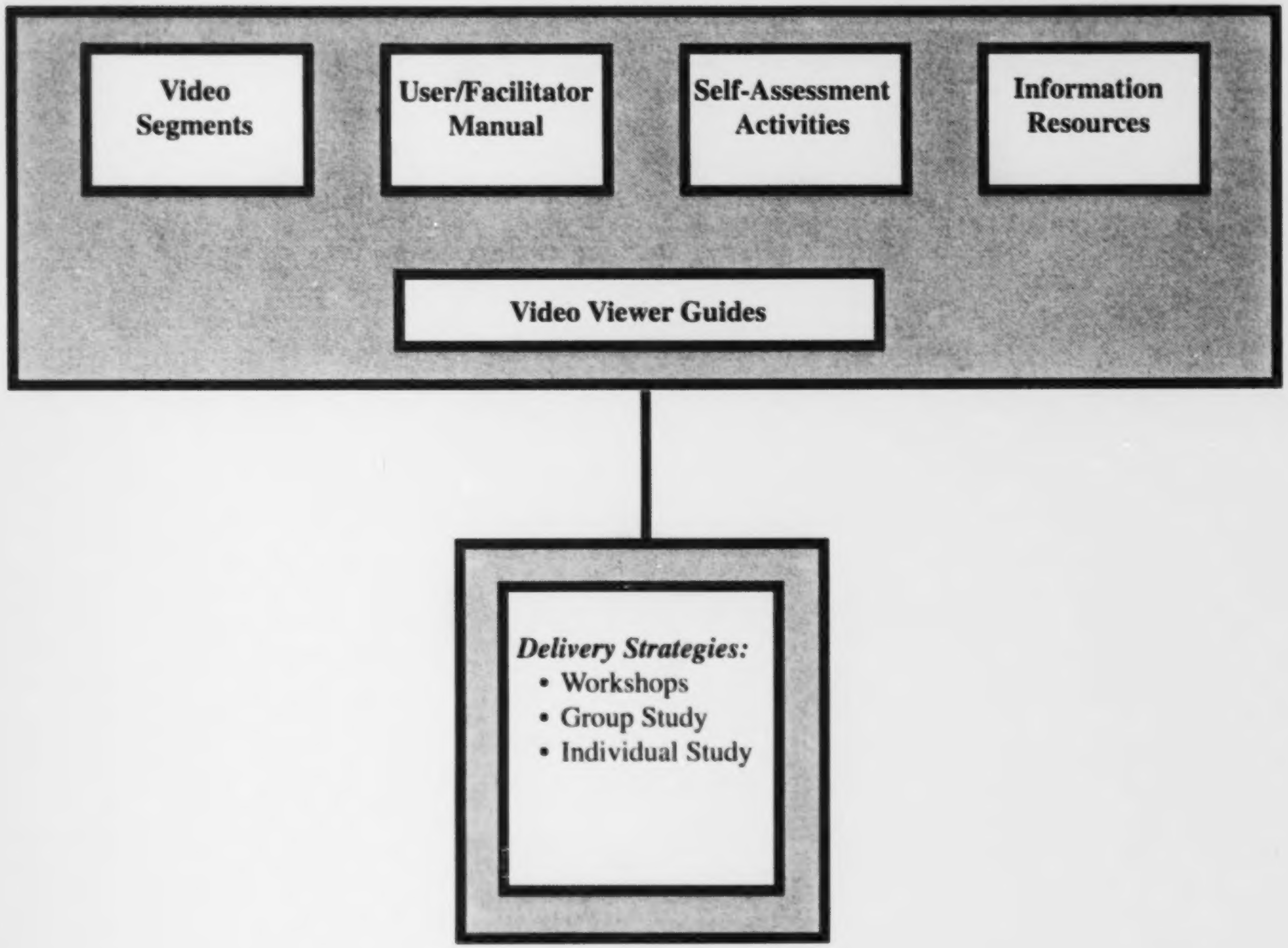
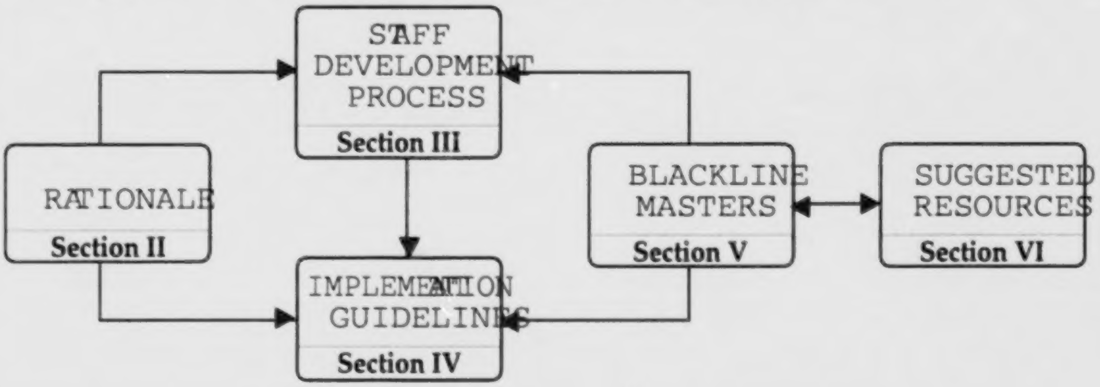

Video Segments
User/Facilitator Manual
Self-Assessment Activities
Information Resources
Video Viewer Guides
Delivery Strategies:
• Workshops
• Group Study
• Individual Study

Figure 1: For Our Students, For Ourselves: Staff Development Program Components

How This Manual is Organized

Following this introduction (**Section I**), the following sections fit together as follows:



This User/Facilitator Manual is organized to give you an understanding of:

- The **rationale** of the ***For Our Students, For Ourselves*** program, as described in **Section II**, includes recognizing the necessity of infusing learner-centered practice into the current educational reform agenda, the definition of learner-centered practices, the ***Learner-Centered Psychological Principles***, the need to begin with an understanding of the Learner-Centered Model, the importance of addressing student needs, characteristics that define learner-centered programs, and strategies that promote a learner-centered focus.
- How program components can be used in an overall **staff development process**, as defined in **Section III**, which includes a discussion of what it means to move toward learner-centered practice and implications of the change process for staff development.
- **Guidelines for implementing the program**, as described in **Section IV**, which includes delivery strategies for a three-day workshop to accompany ***Part 1: Learner-Centered Principles in Practice*** and delivery strategies for a two-day workshop to accompany ***Part 2: Stories of Change***; and individual/small group study as well as some examples and models of learner-centered practice, also found in **Section IV**.
- Suggestions for planning, self-assessment, reflection, and identifying needed supports such as teacher networks to continue to encourage participants **toward learner-centered practice**, also found in **Section IV**.
- **Blackline Masters**, which support exercises for each of the delivery strategies, as found in **Section V**.
- **Additional resources** that might be helpful, as presented in **Section VI**, which include a bibliography of readings for Parts 1 and 2; the research supporting the ***Learner-Centered Psychological Principles*** and the ***Principles of Learning and Change***, listings of learner-centered programs, and the names of people to contact regarding learner-centered practices.

We invite you to read, reflect, and enjoy the ***For Our Students, For Ourselves*** program.

for the For Our Students, For Ourselves *Program*

Infusing Learner-Centered Practice in the Current Educational Reform Agenda

American education is in an era of reform. Fundamental notions about teaching, learning, and the enterprise of schooling are being challenged and transformed. Traditional instructional strategies such as the teacher simply conveying information while students sit passively in their seats or an emphasis on individual work are at odds with active learning and teamwork now being stressed in workplaces. Another consideration for American education is the changing demographics. As the 21st Century rapidly approaches, 85 percent of the new entrants of the workforce in the year 2000 will be members of minority groups, immigrants and women—those whom the nation's schools have most poorly educated (additional statistics can be obtained through the ERIC Clearinghouse on Urban Education).

Many educators and psychologists argue that the existing educational system is not working, and that the basic assumptions underlying the current system are fundamentally flawed (e.g., Banathy, 1995; Boyd & Hord, 1994; Covington, 1991; Eisner, 1991; Fullon, 1993; Hutchins, 1990).

Today's debates and discussions addressing issues of educational reform present an array of contradictory goals. Cuban (1990), for example, has noted that American education is expected to:

- socialize all children, yet nourish each child's individuality;
- teach history, but ensure that children possess the practical skills marketable in the community;
- demand obedience to authority, but teach children to think and question; and
- teach children the value of cooperation, but also teach them to compete.

In order for American education to address these and other contradictions, it is clear that education must undergo fundamental, systemic change. Specifically, it must successfully accommodate the complex dilemmas of resolving contradictory and competing goals, while simultaneously responding to the increasingly diverse needs of students who must be prepared to thrive in a world marked by change.

As students and teachers are faced with meeting high standards and increasing student achievement, the importance of "creating a climate for learning" (ASCD, 1996), is emerging as a strategy to help schools meet these demands. Information on the "caring classroom's academic edge" states that "students work harder, achieve more, and attribute more importance to schoolwork in classes in which they feel liked, accepted, and respected by the teacher and fellow students" (Lewis, Schaps & Watson, 1996).

As the wave of reform and transformation in American education continues, a profound advocacy has emerged: The educational system of the future must embrace a learner-centered perspective to accomplish fundamental change and to educate all learners (e.g., Brooks & Brooks, 1993; Comer, 1993; Deci & Ryan, 1990; Gardner, 1991; McCombs, 1993).

Defining Learner-Centered Practices

Approaches that focus on learners and learning can be based on a number of assumptions. They can look at the learner and learning from the educator's point of view and decide ***for the learner*** what is required from the *outside* by defining characteristics of instruction, curriculum, assessment, school management, and family and community support to achieve desired learning outcomes. They can also look ***with the learner*** at what learning means and how it can be enhanced from *within* by drawing on the learner's own unique talents, capacities, and experiences when creating educational frameworks to achieve desired learning outcomes. In the first case, it is assumed that educators need to do things to and for the learner, to engineer educational conditions to accomplish desired learner outcomes. In the second case, it is assumed that educators must understand the learner's reality and support capacities existing in the learner to accomplish mutually desired outcomes.

Which set of assumptions encourages the fullest potential development of all learners? Since 1990, researchers at the Mid-continent Regional Educational Laboratory (McREL) have been working to define and describe learner-centered schools and classrooms. McREL staff began by analyzing the research and theory base from psychology and education to learn about the characteristics of a person that most influence learning. It was important to determine the implications of this research for the systemic redesign of schools that consider the classroom, administrative, and social systems supports required. The basic question to be answered was: Are there fundamental, research-based principles that are essential to understanding the learner and learning process and thereby provide a foundation for educational reform and transformation?

These efforts resulted in a synthesis of research and theory presented in the form of twelve ***Learner-Centered Psychological Principles***. Three themes emerged from an overall consideration of these principles:

- **The learner operates holistically as a function of intellectual, emotional, social, and physical characteristics;**
- **The learner's behavior is based on his or her perceptions and evaluations of situations and events from an orientation that interprets meaning and value relevant to personal goals, cultural standards, and interests; and**
- **The learner's development across all domains of functioning is never static and unchanging, but is a dynamic growth process that serves inherent needs for meaning, control, and belonging.**

At their most comprehensive level, the twelve principles lead to a new perspective for educational practice that greatly encourages learning, motivation, and achievement. The principles form the knowledge base for a Learner-Centered Model that focuses attention on what should not be ignored in educational reform. Learner-centeredness begins with a full comprehension of how the learner understands his or her world and approaches the process of learning inside and outside the classroom. It is based on a model that focuses on the learner and learning, balancing teacher structuring of what is learned and how learning takes place with individual learner needs, interests, and capacities to be actively involved in directing their own learning. Thus, the Learner-Centered Model is a foundation to undergird other reforms, particularly in instruction, curriculum, assessment, and other structural aspects of schooling. If this learner-centered foundation is ignored, even the best programs will not work in reaching ALL students, especially those who are most alienated and see school as irrelevant.

THE LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES

The ***Learner-Centered Psychological Principles*** are intended to be understood as an organized knowledge base that supports the Learner-Centered Model. They cannot be treated in isolation if they are to be used to their maximum potential with ***each individual student***. The first ten principles refer to cognitive and metacognitive, affective, developmental, and personal and social factors and issues. The final two principles focus upon what is generally known about individual differences in learners. [A summary of the twelve principles is presented in Table 1. For a more complete explanation of the twelve ***Learner-Centered Psychological Principles***, please refer to the document entitled ***Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*** (APA Task Force on Psychology in Education, 1993), which has been included in this packet of materials.]

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Table 1

THE LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES

Cognitive and Metacognitive Factors

Principle 1: The nature of the learning process. Learning is a natural process of pursuing personally meaningful goals, and it is active, volitional, and internally mediated; it is a process of discovering and constructing meaning from information and experience, filtered through the learner's unique perceptions, thoughts, and feelings.

Principle 2: Goals of the learning process. The learner seeks to create meaningful, coherent representations of knowledge regardless of the quantity and quality of data available.

Principle 3: The construction of knowledge. The learner links new information with existing and future-oriented knowledge in uniquely meaningful ways.

Principle 4: Higher-order thinking. Higher-order strategies for "thinking about thinking" — for overseeing and monitoring mental operations — facilitate creative and critical thinking and the development of expertise.

Affective Factors

Principle 5: Motivational influences on learning. The depth and breadth of information processed, and what and how much is learned and remembered, are influenced by: (a) self-awareness and beliefs about personal control, competence, and ability; (b) clarity and saliency of personal values, interests, and goals; (c) personal expectations for success or failure; (d) affect, emotion, and general states of mind; and (e) the resulting motivation to learn.

Principle 6: Intrinsic motivation to learn. Individuals are naturally curious and enjoy learning, but intense negative cognitions and emotions (e.g., feeling insecure, worrying about failure, being self-conscious or shy, and fearing corporal punishment, ridicule, or stigmatizing labels) thwart this enthusiasm.

Principle 7: Characteristics of motivation-enhancing learning tasks. Curiosity, creativity, and higher-order thinking are stimulated by relevant, authentic learning tasks of optimal difficulty and novelty for each student.

Developmental Factors

Principle 8: Developmental constraints and opportunities. Individuals progress through stages of physical, intellectual, emotional, and social development that are a function of unique genetic and environmental factors.

Personal and Social Factors

Principle 9: Social and cultural diversity. Learning is facilitated by social interactions and communication with others in flexible, diverse (in age, culture, family background, etc.), and adaptive instructional settings.

Principle 10: Social acceptance, self-esteem, and learning. Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals.

Individual Differences Factors

Principle 11: Individual differences in learning. Although basic principles of learning, motivation, and effective instruction apply to all learners (regardless of ethnicity, race, gender, physical ability, religion, or socioeconomic status), learners have different capabilities and preferences for learning mode and strategies. These differences are a function of environment (what is learned and communicated in different cultures or other social groups) and heredity (what occurs naturally as a function of genes).

Principle 12: Cognitive filters. Personal beliefs, thoughts, and understandings results from prior learning and interpretations become the individual's basis for constructing reality and interpreting life experiences.

The twelve principles can be summarized in the following categories: .

COGNITIVE AND METACOGNITIVE FACTORS have to do with how a learner thinks and remembers. These principles address the way all learners construct meaning from prior information and their own experiences. *People's minds work to create organized and sensible views of the world and to fit new information into the structure of what they already know.* The process of thinking and directing one's own learning is a natural and active one. People construct meaning in unique ways that make sense to them based on their backgrounds and past experiences. They also link new information to what they learn in unique ways that are meaningful to them. Even when it is subconscious, thinking and learning occurs all the time and with everyone. What is learned, remembered and thought about, however, is unique to each individual. In other words, each person has a unique perspective or way of thinking about things and learning. Helping learners "think about their thinking" and learn strategies for thinking critically and creatively facilitates learning. In addition, helping students set learning goals as well as actively control and regulate their learning processes helps students understand that they are responsible for their own learning.

AFFECTIVE FACTORS describe how beliefs, emotions, and motivation influence the ways in which and how much people learn. These principles deal with the influences of thinking and emotions on learning. They state that how much a person learns and remembers is influenced by how personally relevant new information is to them as well as by how effective they perceive they will be in learning that information. Personal beliefs and expectations influence the degree to which learners are motivated. What this means for practice is that people's motivation to learn is influenced by whether they see themselves as capable of learning, whether they have some choice and control over their own learning, whether they are feeling curious, and whether they are free from negative emotions such as anxiety about failing. When learners are pursuing personal learning goals, are engaged in learning tasks they see as personally meaningful and relevant and are in a positive learning environment — one that is perceived to be "safe" and in which they feel valued, respected, and listened to — learners are naturally motivated to learn. Further, if learning tasks are designed to be interesting, relevant, and challenging *from the learner's perspective,* motivation to learn is enhanced.

DEVELOPMENTAL FACTORS indicate that capacities for learning are known to develop or emerge over time. This principle is based on research about changes in human capacities and capabilities over the lifespan. In general, all humans proceed through identifiable progressions of physical, intellectual, emotional, and social development. This developmental progression is influenced by unique personal characteristics such as age, prior experiences, upbringing, and parents' educational levels, as well as genetic factors such as unique talents, abilities, and special skills. Since not all learners of the same age or grade will be at the same developmental level in any one domain, and learner's developmental level influences how and what kinds of things they learn best, it is important to understand each learner's intellectual, physical, and social level of development. People learn best when material is appropriate to their developmental level and presented in an interesting and challenging way. It is also important to note that although developmental levels help define appropriate learning activities, they *do not limit what is possible for learners*.

PERSONAL AND SOCIAL FACTORS describe the role that others play in the learning process, including the way people learn in groups. These principles reflect research showing that learning is both an individual and social process and that all people learn from each other and can help each other learn. If learners have the opportunity to learn with and from others, a broader range of ideas and perspectives can be shared. Further, if learners are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and value and accept them as individuals, both learning and feelings of self-esteem are enhanced. *Positive student-teacher relationships define the cornerstone of an effective learning environment* that promotes both learning and positive self-development.

INDIVIDUAL DIFFERENCE FACTORS describe how unique cultural and family backgrounds and capabilities of individuals influence learning. These two principles help explain how individuals come to learning environments with unique perspectives, self-views, and views of the learning situation, and why individuals learn different things and in different ways. Although the same basic principles of learning, thinking, feeling, relating to others, and development apply to all people, people's uniqueness contributes to what and how they learn, how motivated they are to learn, and how connected they feel to what they need to learn. Out of environment and heredity, people create unique thoughts, beliefs, and understandings of themselves and the world. *Understanding and knowing each learner, meeting personal needs, and valuing unique perspectives contributes to **willingness** to learn.* Appreciating these differences, honoring individual perspectives, and understanding how they show up in learning situations are essential to creating effective learning environments for all students.

Although there are twelve learner-centered principles organized into five major categories, they need to be related to as a holistic educational and intellectual framework for the formulation of ideas and practices that are consistent with their research base, much as legislators and judges might do with the constitution of a country. In this way the principles become a "source" to support and evolve sound educational reform and practice.

BEGINNING WITH AN UNDERSTANDING OF THE LEARNER-CENTERED MODEL

The Learner-Centered Model is based on an understanding of the knowledge base on learners and learning (as per the ***Learner-Centered Psychological Principles***), and built on a number of assumptions. Learners are seen as actively engaged in creating their own knowledge and understanding. Learners' frames of reference — their history, interest, goals, needs, ways of perceiving, thinking, and expressing themselves — are attended to and respected. Learners' unique differences — such as their learning rates, styles, development, and talents — are adapted to and accommodated. The model is based on an understanding that all learners have a complex set of unique needs, capacities, and strengths while sharing common fundamental qualities and needs to live and grow in a healthy direction.

The model gives rise to a learner-centered perspective. It brings together what is important in both a ***learner***-centered and a ***learning***-centered approach. That is, it takes into account learners' needs, capacities, and uniqueness as well as what is known about how people learn.

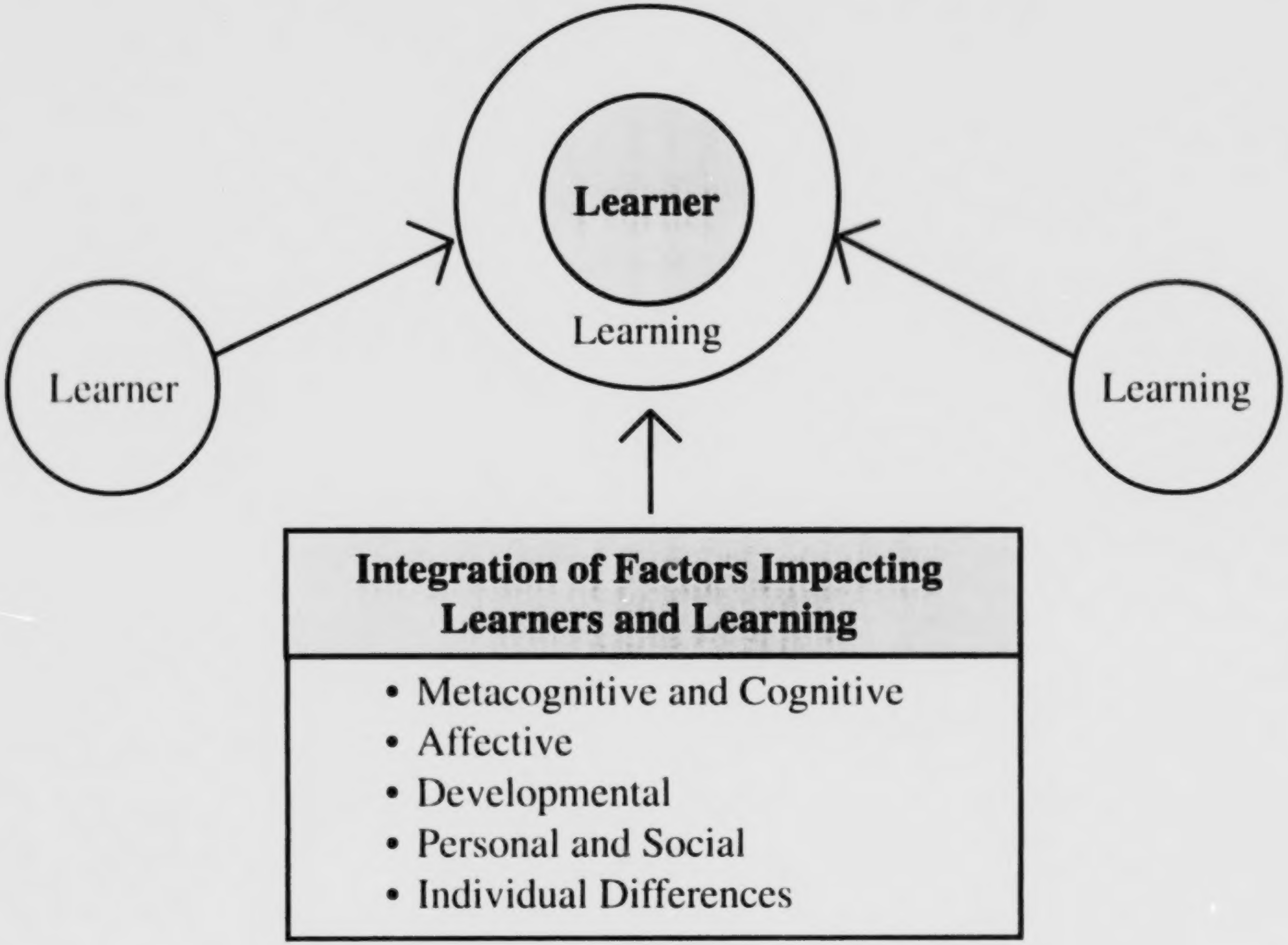
In essence, the Learner-Centered Model provides a perspective. This perspective encourages teachers to engage in educational practices that involve the learner in every aspect of the learning process. By taking the learner's perspective and experiences into account, learning becomes relevant to the learner. When teachers focus on each student and support each student's learning in ways that are consistent both with what is known about learning and unique learner needs, a foundation is provided for establishing the instructional conditions that enable *all* students to learn. These conditions include an understanding of each learner's reality and supporting learner strengths and capacities.

Figure 2 diagrams the Learner-Centered Model and shows how knowledge of the ***Learner-Centered Psychological Principles*** (and the knowledge base represented in the five categories of factors impacting learners and learning) leads to a learner-centered perspective. That is, when teachers understand the principles as they relate to different domains of learning (see discussion of metacognitive and cognitive, affective, developmental, personal and social, and individual differences in Section II), a comprehensive understanding emerges.

In essence, the understanding that emerges from the ***Learner-Centered Psychological Principles*** is that for learning and motivation to learn to be maximized in schools, the learner must be at the center of educational decision making. This does not mean that learners make all the decisions. Rather, it means that a consideration of learners' needs for control, relevance, connection to others, and other critical dimensions of "learner-centeredness" must be present for the highest levels of learning to occur. The use of negotiation as a strategy for balancing teacher and student decisions is key. Thus, as shown in Figure 2, decisions about learning need to be made after or in conjunction with decisions about the learner as well as involve the learner in the decision making process.

ADDRESSING STUDENT NEEDS THROUGH LEARNER-CENTERED PRACTICE

The Learner-Centered Model suggests that human beings — individual learners — bring with them a complex array of unique needs, capacities, and strengths while at the same time sharing certain fundamental qualities. Research indicates, for example, that the inherent need to grow, live, and develop in a healthy and harmonious way is inherent in all learners (e.g., Deci & Ryan, 1991). What best supports these intrinsic capacities and distinctive characteristics? Interviews with students and educators were conducted to find out what they thought produced the highest levels of learning in academic, personal, social, and vocational realms. The research literature from these areas was also reviewed, analyzed, and synthesized.


Learner
Learning
Learner
Learning

Integration of Factors Impacting Learners and Learning

- Metacognitive and Cognitive
- Affective
- Developmental
- Personal and Social
- Individual Differences

Figure 2: The Learner-Centered Model: A Holistic Perspective

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The results of these efforts suggest that teaching in ways that include a learner-centered perspective enhances student motivation to learn and improves students' actual learning and performance. When students can direct their own learning and make important decisions about classroom procedures, instruction, and curriculum; when students experience that teachers listen to them and try to get to know them; and when students think that what they are learning is somehow connected to the real world and their personal interests, with teacher guidance and support, a naturally elicited curiosity guides students' learning. Students become more effective and more interested and function more as independent learners (Paris & Newman, 1990). They develop skills, such as learning to question, analyze, think about their thinking, and make decisions. They also develop social skills and a deeper respect for their classmates, teachers, and other individuals; they realize how much they can learn from each other (Slavin, 1988).

Research clearly indicates that when a student feels alienated and disconnected from the process of learning and from the social context of learning, levels of achievements decline (e.g., McCombs & Marzano, 1990; Wlodkowski & Ginsberg, 1996). Meeting each student's needs for a positive learning climate based on quality student-teacher relationships is key from the student's point of view. When students are asked what makes school a place in which they want to learn, they report that they want: (a) rigor and joy in their schoolwork; (b) a balance of complexity and clarity; (c) opportunities to discuss meaning and values; (d) learning activities that are relevant and fun; and (e) learning experiences that offer some choice and require action (Poplin and Weeres, 1993).

Teachers also report that having good relationships with students, other teachers, and administrators is crucial if they are to feel good about their teaching. In fact, a common reason teachers report being in education is to connect with students. To these related ends, learner-centered practices can make an educator's life more satisfying. More authentic and enjoyable relationships are formed with students. Less energy is needed to devise ways of keeping students involved in class and to coerce them to keep working. There is less stress on keeping students occupied so they are not disruptive to other students. There is also more time to spend with individual students.

Characteristics of and Strategies for Learner-Centered Practice

Learner-centered practice tends to incorporate a number of key characteristics and strategies.

CHARACTERISTICS OF LEARNER-CENTERED PRACTICE

Specific characteristics of a learner-centered program (Deci, Vallerand, Pelletier, and Ryan, 1991; Farges, 1993; McCombs, 1993; and Zimmerman, in press) include: personal choice, responsibility and control; personal relevance; challenge; respect; personal connection; developmental appropriateness; cooperation; concern for the whole person; self-directed learning; and personal mastery.

PERSONAL CHOICE, RESPONSIBILITY, AND CONTROL means that the student is doing more than passively observing or listening to the instruction. Students often make choices about what they will learn, how they will learn it, and how quickly they will learn. In other words, students are active learners who are responsible for their learning process. Active learners set their own goals — with the help of parents, teachers, or other students — and help develop strategies for meeting these goals. Students also have opportunities to exert some control over their learning. Students frequently determine how much they will participate in learning experiences based on their needs and interests. In addition, students are involved with working with other students and becoming expert in what they have chosen to learn about. When goals and tasks are self-determined, students have access to intrinsic motivation to learn (Deci, Vallerand, Pelletier, and Ryan, 1991). In a learner-centered educational model, it is assumed that, with appropriate guidance, structure, and choice, learners are capable of taking responsibility for their own learning. It is also assumed that to the degree students take an active role in their own learning — including making choices and decisions about that learning process — their intrinsic motivation to learn and learning performance are enhanced. A host of research studies over the past 25 years confirms these assumptions (cf. Zimmerman, in press).

PERSONAL RELEVANCE refers to how the learner perceives the content and context of instruction and schooling. Experiences that are meaningful to students help them construct new knowledge based on their prior understandings. When learning experiences are meaningful, the learner usually perceives that the information is important, relates to something he or she already knows and is interested in, is challenging, and/or is connected to something that is generally useful to getting along in life (cf. Poplin and Weeres, 1993). Also helpful are topics and issues that transcend the boundaries of particular disciplines, more resembling "real-world" issues. If learners see information as irrelevant or uninteresting to them, they will put little or no effort into learning and will be bored or alienated by the process.

CHALLENGE refers to the optimal level of difficulty from each learner's perspective, regarding projects, tasks, assessments, and instruction, that allows the student to remain motivated to learn but does not cause the learner to become overly frustrated. Students find challenging work meaningful, and just as each learner might find particular projects and activities to be more meaningful than others, so may students vary in the type of work they find challenging. In a learner-centered environment, students are encouraged to assist in the process of setting learning goals so they may help to create personal challenges. Students investigate issues, solve problems, and think critically and creatively. For example, students in San Francisco's Project 2061, a science reform project, must define the task they are working on, set goals, establish criteria, research and collect information, examine their prior knowledge, come up with additional questions, and analyze and integrate this information (Farges, 1993).

RESPECT refers to students being appreciated and valued for their diversity. Each learner brings into the classroom unique perspectives, capabilities, needs, knowledge, and interests. In a learner-centered classroom, all students are viewed as capable of learning and the collaborative efforts of all class members learning together is valued. In other words, each person has a valued place in the classroom. In learner-centered classrooms, individual learning styles of students are accommodated for; information is presented to students using a variety of instructional strategies; and students perceive that no one individual learning style is preferable to another. One strategy that exemplifies respect is when students are treated as co-learners, e.g., students' knowledge and intelligence is respected and they are encouraged to learn from and with teachers (cf. McCombs, 1993). When there is respect for learners, each student's background and culture is considered with regard to how students learn and this information is used by students and teachers to co-create leaning experience.

PERSONAL CONNECTION means that before students can learn, they must feel connected with other students and their teachers. Promoting such connections is integrally related to student learning because a learning community, which consists of learners and teachers that are connected, provides students with the social and emotional support necessary for maximal learning. Such support allows students to take academic risks and encourages participation in learning activities (McCombs, 1993). Related to respect for students, personal connections with students help teachers understand students' learning styles, strengths, backgrounds, capabilities, interests, perspectives, and concerns.

DEVELOPMENTAL APPROPRIATENESS refers to adapting the content and delivery of instruction to learners' developmental needs. Students are intellectually and motivationally ready for certain content and learning experiences at different times (Gardner, 1993). In a learner-centered environment the unique characteristics of the learner are taken into account in structuring learning activities and content; the learner is at the center; much of what is often guesswork about the right level or method is determined by the learner or in a negotiation process between the learner and the teacher; and the learner is trusted to choose, with guidance and facilitation from the teacher.

COOPERATION in learner-centered classrooms refers to the expectation that people learn best when they have opportunities to choose whether to work together or individually. By working together, learners are allowed to draw on one another's complementary strengths and produce high levels of academic and social learning. In learner-centered environments, students are assessed in non-competitive ways because competition diminishes learners, runs counter to the values of many students, places them at odds with each other, limits the sharing of resources and ideas, and makes the learning environment hostile to students whose performance is demeaned because of the forced comparison of a student's work to the work of other students. Students who don't fare well from competition lose confidence in themselves, leading them to learn less than they might in a non-competitive environment (Slavin, 1988).

CONCERN FOR THE WHOLE PERSON means the needs of the whole learner not just academic needs, but social, emotional, and physical needs are attended to in the leaning process. In learner-centered environments, all the information known about individual learners is considered in designing schools of the future and in designing programs for students. Integrated services are available as needed for the learner and his or her family such as health, mental health and social services. Research shows that individual concerns and emotional issues must be addressed before meaningful learning can occur (cf. McCombs & Whisler, 1989).

SELF-DIRECTED LEARNING is based on an understanding of how important it is for students to take responsibility for their own learning (e.g., McCombs, 1993). Encouraging and giving students opportunities to direct their own learning can result in a better sense of personal determination and intrinsic motivation. When students are self-directed they, for example, might decide the goals for learning, the method, the outcomes to achieve, and the physical and social environment in which they learn. Making these "why," "how," "what," and "where" decisions enhances motivation, learning, and performance (Zimmerman, in press).

PERSONAL MASTERY or competence leads to feelings of self-efficacy that, in turn, enhances motivation to learn. Having goals for achieving personal mastery or developing competence lead students to learn more and achieve higher levels of performance than having goals for performing better compared to others (cf. Covington, 1991). An important vehicle for personal mastery is time. When students are allowed to work at a pace comfortable to them, student differences in achievement are minimized.

STRATEGIES THAT PROMOTE LEARNER-CENTEREDNESS

"Strategies" is used as a general term to include approaches, procedures, and organizational structures that are created with input from teachers, students, and parents. Strategies that have been found to be effective in learner-centered schools include multi-year teams, building personal relationships, inclusion, peer teaching/tutoring, mentoring, self-assessment, collaboration, learning communities, shared decision making, personal domain, technical domain, organizational domain, and culture.

MULTI-YEAR TEAMS is a useful strategy allowing learner-centered teachers to connect with each student and to create a learning community. Schools implementing multi-year teams divide a school into smaller teams and keep students together from class to class with the same group of teachers. When students are part of a small learning community, they are more confident that they will be acknowledged and that their ideas will be heard (cf. Benard, 1991). Keeping students in the same teams with the same teachers for a number of years is particularly beneficial because students get to know each other and their teachers and feel more comfortable sharing their ideas. Another benefit is that teachers learn students' strengths, capabilities, perspectives, needs, and learning styles and can continue to validate them.

BUILDING PERSONAL RELATIONSHIPS with students is essential because when teachers get to know students, students get to know teachers, and students get to know each other, students feel more comfortable taking academic risks. Once students trust their teachers, teachers are more able to help students with non-academic issues that affect their academic learning (cf. McCombs & Whisler, 1989).

INCLUSION means that no student is excluded from participating in regular school classes and activities because of disabilities or other personal or social factors. Research indicates that practices that segregate students because of ability or other factors are harmful to both "regular" and "special" students (cf. Wang & Gordon, 1994). Neither group learns the acceptance, respect, and appropriate social skills for getting along well with others. Academic achievement suffers for both groups, as do feelings of self-worth of "special" students.

PEER TEACHING/TUTORING encourages students to teach other students and use one another as resources. Students learn from teaching their peers because teaching reinforces their own knowledge and skills. Allowing students to teach each other also conveys a message of trust, purpose, and confidence, which may result in increased motivation to learn (cf. Benware & Deci, 1984). Students also benefit from a smaller student-teacher ratio and from a closer learning community.

MENTORING is a process in which youth-adult relationships are built into the educational process to foster students' personal and academic development. It is based on an understanding of the importance of having faculty and other adults in the school building connect with each and every student. Students who feel cared about tend to do better in school, and having such adults accessible provides a learning resource and social support for students (cf. Rogers & Freiberg, 1994).

SELF-ASSESSMENT is part of the overall assessment picture in many learner-centered schools. It is prevalent because learning is meaningful to students when they see their progress, learn about areas that they can influence, and understand how to enhance their competence. Self-assessment is learner-centered when students assess whether they are able to construct and apply knowledge, not just memorize facts. Tools for self-assessment include portfolios that allow students to choose what to submit as their best work and work in progress and allow them to discuss ideas with other students (cf. Wiggins, 1989).

COLLABORATION is a process through which parties who see differences come together and develop solutions that go past their individual solutions (Gray, 1989). In a "collaborative climate" trust improves the quality of collaborative efforts because with trust, decisions are more in tune with what is in fact happening. Problems are raised and dealt with instead of hidden until they become disastrous. People are willing to try something because there's a chance that it might work rather than remain inactive because of their fear of failure. Staff members in a learner-centered community may choose to engage in collaborative inquiry which involves teachers and administrators in continually reflecting on their behavior-in-action while simultaneously behaving in a fashion that invites other members of the community to do the same (Reason, 1994).

LEARNING COMMUNITIES constitute one of the current goals of educational reform (Meier, 1995). Such communities require, at their heart, a caring environment—a community whose members feel valued, connected to one another, and committed to the learning and growth of all—students, teachers, parents, and administrators (Lewis, Schaps & Watson, 1996). Successful schools—schools who are reaching the goal of high achievement for all students—have created a new culture that sees continuous improvement and learning as an ongoing goal for all, including not only the students but the teachers, parents, administrators, and community members as well (e.g., Anderson, 1993; Baum, Renzulli, & Hebert, 1994; Boyd & Hord, 1994).

SHARED DECISION MAKING means involving the people who are affected by decisions in the process of making those decisions. In a learner-centered school administrators and teachers include students, parents, and community members in the decision making process. Shared decision making is used to develop the school mission and yearly goals, formulate policies and generate solutions to problems. In learner-centered classrooms students as well as teachers share the responsibility for establishing how the classroom is structured. Students are allowed to choose their own projects, select how they would like to demonstrate their competence in a variety of diverse strategies, and provide input into assessment design.

PERSONAL DOMAIN is concerned with supporting the personal, motivational/learning, and interpersonal needs of those who serve and/or are served by the system (e.g., teachers, administrators, students, parents). In a learner-centered school or classroom from a *personalized* perspective, there needs to be a sense of community, quality personal relationships and constructive dialogue, an openness to improvement, trust and respect, supportive leadership, and processes for socializing new members into the culture (Kruse, S., Seashore-Louis, K., & Byrk, A., 1994; McCombs, 1995).

TECHNICAL DOMAIN is concerned with specifying the content strategies, instructional approaches, assessment strategies, and curriculum structures that best promote learning and achievement of all students. In the *technical area*, providing all members of the community with the knowledge and skills they need to take risks, learn new knowledge and skills when needed, and take responsibility for their own professional development, continuous improvement, and lifelong learning are also key (Kruse et al., 1994; McCombs, 1991).

ORGANIZATIONAL DOMAIN is concerned with providing the organizational and management structures and policies that support the personal and technical domains, and ultimately, learning and achievement for all students. In a learner-centered school or classroom, from an *organizational* perspective there must be time to meet and talk, physical proximity for team planning and collaboration, communication structures such as regular meetings or electronic mail systems, and shared decision making strategies (Kruse et at., 1994; Sagor, 1995).

CULTURE generally refers to the shared knowledge, beliefs, values, and behaviors of a group. In the context of learner-centered schools, a *new school culture* is a culture dedicated to continuous learning and improvement for the purpose of better preparing students with the mental, moral, and social standards required for their maximum productivity and personal development in meeting the challenges of our complex and changing world. In word, the culture must be one that strives to develop the potential of *all* learners, with a respect for the diversity of talents, interests, and capabilities each student has to offer. It is a culture dedicated to helping all students achieve the highest standards on the basic knowledge and skills required while at the same time nurturing those unique skills and abilities that are a source of needed diversity in life (Bennett & O'Brien, 1994; Hargreaves, 1995; Kruse, Seashore-Louis, & Bryk, 1994; Meier, 1995).

As described earlier, learner-centered practice fosters many of the strategies described above. Exactly how they are manifested by a particular teacher or in a particular classroom will differ according to the uniqueness of each person and setting.

III. Overall Staff Development Process

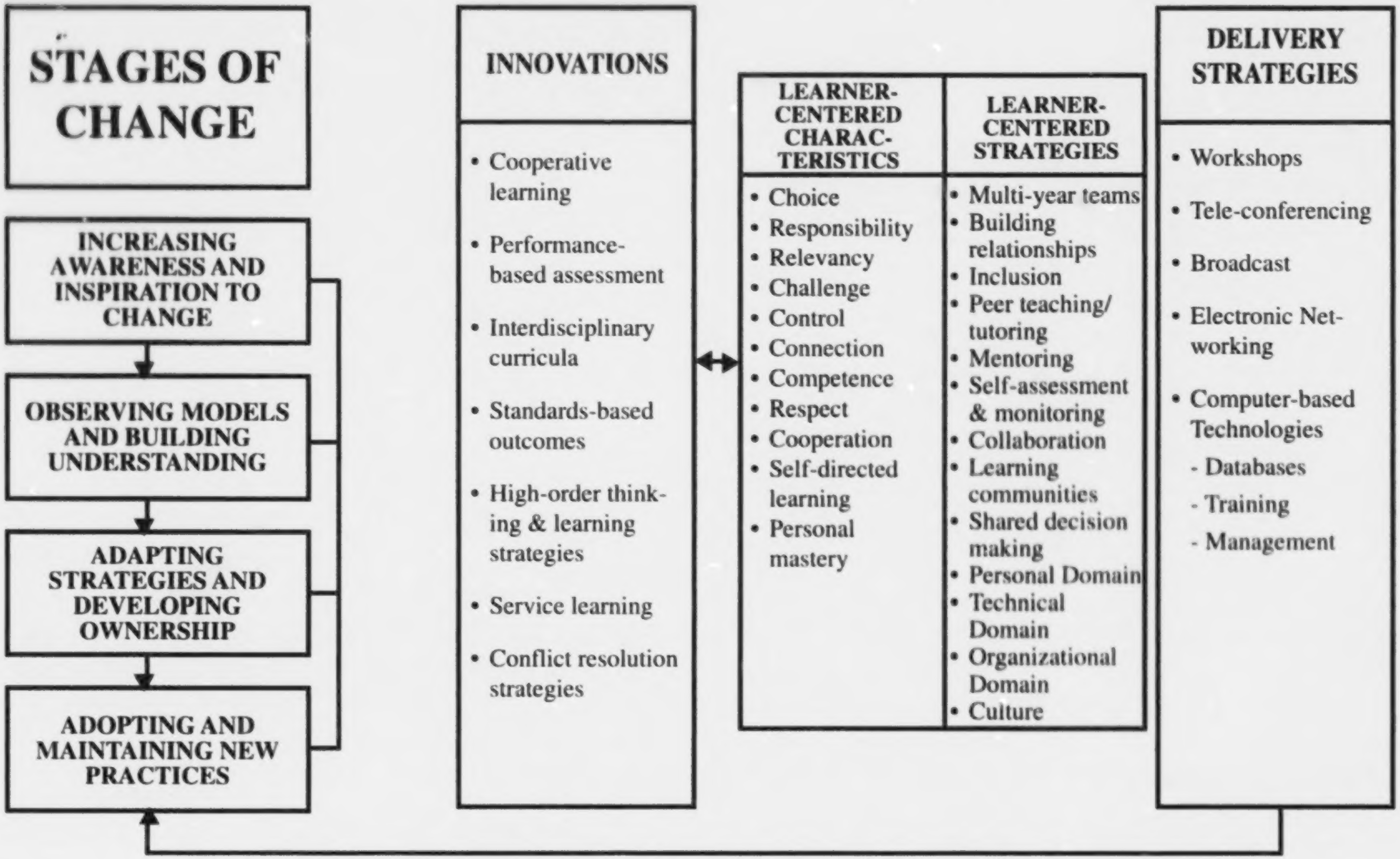
for the For Our Students, for Ourselves *Program*

The Change Process and Moving Toward Learner-Centered Practice

With the Learner-Centered Model as a foundation, teachers have a framework for understanding how to implement and integrate other educational innovations. With the focus on meeting individual student needs — combined with a critical awareness of content standards to be accomplished, sound pedagogical strategies, and new innovations — teachers are in a position to know how best to provide instructional experiences that respond to individual students, include innovative strategies, and support all students toward mutually desired learning.

This knowledge then must be supplemented by learning how the Learner-Centered Model can guide instructional decisions in the implementation and integration of various innovations. Once teachers see the need for learner-centered practices, they then need opportunities to try out these new strategies. They also need the chance to adapt learner-centered practices to their own teaching styles and the unique needs of their students. This process is one that must be supported and guided until teachers are comfortable with the changes in their practices. To maintain changes made, teachers also need to know how to support each other and continue on-going networking and collaboration to help them adopt and maintain strategies including reflection, self-evaluation, and experimentation with and refinement of practice. Figure 3 shows how the process of becoming learner-centered is related to an overall process of change. In the center, it also shows the key learner-centered characteristics and strategies described in Section II. These characteristics and strategies can be used to support and enhance other **Innovations** that schools are implementing. Figure 3 also shows that a variety of **Delivery Strategies** can support professional development as teachers move through **Stages of Change**.

There are a number of "principles of change" that have been derived from the literature. These principles help explain conditions that best support change or transformation at the systems level (see Table 2). When the word "learning" is substituted for the word "change" in each of the principles in Table 2, these principles help connect the psychology of learning and the psychology of change. Because these learning and change principles are revealed in the stories of change from our learner-centered high school teachers — we think it useful to be aware of them. These principles of learning and change are overarching principles that facilitate change independent of, but in interaction with, contextual/environmental factors.



STAGES OF CHANGE

- INCREASING AWARENESS AND INSPIRATION TO CHANGE
- OBSERVING MODELS AND BUILDING UNDERSTANDING
- ADAPTING STRATEGIES AND DEVELOPING OWNERSHIP
- ADOPTING AND MAINTAINING NEW PRACTICES

INNOVATIONS

- Cooperative learning
- Performance-based assessment
- Interdisciplinary curricula
- Standards-based outcomes
- High-order thinking & learning strategies
- Service learning
- Conflict resolution strategies

LEARNER-CENTERED CHARACTERISTICS

- Choice
- Responsibility
- Relevancy
- Challenge
- Control
- Connection
- Competence
- Respect
- Cooperation
- Self-directed learning
- Personal mastery

LEARNER-CENTERED STRATEGIES

- Multi-year teams
- Building relationships
- Inclusion
- Peer teaching/tutoring
- Mentoring
- Self-assessment & monitoring
- Collaboration
- Learning communities
- Shared decision making
- Personal Domain
- Technical Domain
- Organizational Domain
- Culture

DELIVERY STRATEGIES

- Workshops
- Tele-conferencing
- Broadcast
- Electronic Networking
- Computer-based Technologies
  - Databases
  - Training
  - Management

Figure 3: Becoming Learner-Centered as a Change Process

Table 2
PRINCIPLES OF LEARNING AND CHANGE

👤	**Principle 1**	Change begins with a new way of thinking — it starts in the hearts and minds of individuals and results in seeing learning and learners differently.
👤	**Principle 2**	Those involved in the change process see things differently, making it vital that areas of agreement be found as a foundation to build upon.
💻	**Principle 3**	Successful change comes in response to individual's search for answers to perplexing issues and must be supported by opportunities for inquiry, learning, reflection, and practice.
👥	**Principle 4**	Change is facilitated when individuals feel personally empowered by feelings of ownership, respect, personal support, and trust.
👤	**Principle 5**	Change begins with hope — believing it is possible.
👥	**Principle 6**	Key stakeholders must be involved in the change and know precisely what is to be changed.
👤	**Principle 7**	Focusing on learners and learning creates a common vision and direction for change.
💻	**Principle 8**	Honoring the learner's ability to make choices about and control his or her own learning facilitates change.
💻	**Principle 9**	Change occurs when each person sees him or herself as a learner and sees change as basically a learning process.
👥	**Principle 10**	Like learning, change occurs best when it is invitational and not mandated.
👥	**Principle 11**	Change requires commitment of resources, including time, knowledge, and skill.
💻	**Principle 12**	Like learning, change is a lifelong and continuous process.
👤	**Principle 13**	Change requires permission to make mistakes and engage in conflict resolution and negotiation skills.
👥	**Principle 14**	Change is facilitated by leaders who share power, facilitate communications, and are inclusive.
💻	**Principle 15**	A critical outcome of the change process is the creation of learning communities that enhance, support, and sustain the motivation for ongoing learning and change.

👤 = Personal Domain
👥 = Organizational Domain
💻 = Technical Domain

The following stages of personal change were identified by a review of the personal and organizational change literature. (Specific references related to the change process can be found in Section VI, under A and B, Part 2: Stories of Change.) They help define a process of moving toward new, more learner-centered practices.

STAGE I - INCREASING AWARENESS AND INSPIRATION TO CHANGE.

At the beginning of the process of moving toward learner-centered practice, teachers become more aware of what is happening in the reform agenda, what learner-centered characteristics and strategies are, and what these characteristics and strategies are intended to accomplish. They also become more aware of the need for a learner-centered perspective in deciding what innovations to implement and how. In short, they are inspired to increase their determination for certain changes in practice with an understanding of the rationale for such changes in terms of increased motivation and learning for all students.

STAGE II - OBSERVING MODELS AND BUILDING UNDERSTANDING.

Once greater awareness and enthusiasm are present, teachers want to see models of how learner-centered practices are related to reforms such as cooperative learning, performance-based assessment, interdisciplinary curricula, standards-based education, higher-order thinking and learning, service learning, and conflict resolution. Observing teachers, students, and schools implementing these reforms and improving student outcomes can lead to dialogue and deeper understandings of how such models of reform might work for them.

STAGE III - ADAPTING STRATEGIES AND DEVELOPING OWNERSHIP.

Teachers are ready — with appropriate training and material supports —to try out some of the strategies, modify them as necessary to work for them and their students, and begin to "own" the changes.

STAGE IV - ADOPTING AND MAINTAINING NEW PRACTICES.

When teachers are comfortable with changes in practice, mechanisms are necessary to support them in the long-term use and adoption of specific changes in practice. They also need support in maintaining more general changes in thinking and attitudes about their roles as ongoing evaluators and modifiers of their practices. The process can be considered substantial and deeply anchored when teachers have adopted the changes in behaviors and thinking and engage in them naturally, and when they continue as self-determined researchers and reflective practitioners assisting all students to learn.

Implications of the Change Process for Staff Development

EMERGING MODELS OF PROFESSIONAL DEVELOPMENT

In addressing emerging professional development models that attempt to incorporate research on learners and learning, Stocks and Schofield (1995) point out that such models must be flexible and incorporate teacher feedback on how best to implement this knowledge base. Because many teachers were exposed in their education to a didactic teaching model, it is necessary for staff development programs to help them see why a change their own similar practices is necessary, help them feel a sense of ownership of such a change, and help build them to create a network of support among themselves.

A number of educators have argued that an overemphasis in staff development on teaching content can interfere with the primary role of teaching students. Darling-Hammond (1995) notes several promising strategies for transforming teacher preparation. One such strategy includes helping prospective teachers develop reflective, problem solving orientations to teaching by engaging them in research and inquiry about learning and each student's experiences. Another helps teachers to assume more of a leadership role in the management of their own learning and inquiry, and to take greater responsibility and assume a more significant role in making decisions that impact the learning of all at the classroom and school levels.

To encourage teachers to become more learner-centered, it is important that they examine their conceptions of themselves and others, including their beliefs that (a) all students are capable of academic success; (b) their pedagogy is an art that is always in the process of becoming; (c) they are members of a learning community; and (d) learning is a lifelong commitment. It is also important that professional development programs help teachers maintain positive student relationships, develop an ongoing connectedness with students, develop a community of learners, and encourage collaborative and responsible learning. In addition, professional development programs should foster the view of knowledge as dynamic and personally constructed, promote a passion for knowledge and learning, and encourage an appreciation of multiple forms of assessment.

USING FOR OUR STUDENTS, FOR OURSELVES *TO SUPPORT A PERSONAL CHANGE PROCESS*

Staff development exercises and activities should vary according to the stage of the change process being addressed. In the ***awareness and inspiration*** stage, for example, exercises that help teachers think about their current beliefs and practices are helpful. Having opportunities to hear other perspectives and reflect on alternative strategies also can be useful at this awareness stage as well as at the ***observing models and building understanding*** stage. When teachers are in the stage of ***adapting strategies and developing ownership***, exercises and activities that help them think about their students and how their students and/or classrooms differ from those seen implementing models of reform are appropriate. Teachers at this stage also appreciate exercises that help them plan for and apply adaptive strategies such as those demonstrated in the videos. Finally, when teachers are in the stage of ***adopting new practices and maintaining them over time***, exercises that can help them network with other teachers and build a learning community are helpful.

In addition, some delivery strategies are more appropriate when teachers are at one stage of the change process versus another. For example, video media are particularly effective in ***inspiring change*** and for ***presenting models of alternative practices***. Networking strategies such as teleconferencing are effective when teachers are ready to ***try out, adapt, and maintain new practices***. Workshops provide an effective context for personalized training and skill building. Computer-based technologies are well-suited to help teachers ***manage changes*** and see further examples of change. All in all, the staff development process appropriate to this program is one that focuses on promoting change. Focusing on the change process and the Learner-Centered Model addresses how to help teachers move toward learner-centered practice in a supportive environment and matches training and delivery strategies to the requirements of the particular stages of the change process.

IV. Implementation Guidelines:
for the For Our Students, For Ourselves *Program*

Engaging in Learner-Centered Practice

The Learner-Centered Model of educational practice is a concept of schooling that has at its center a concern with each student and that student's maximum achievement and development. This model helps teachers make informed decisions about teaching, curriculum, and assessment that take into account learner needs, capacities, and frames of reference. This entire approach focuses on creating a quality learning environment and the kind of teacher-student relationships that lead to the greatest possible learning opportunities for *all* students.

Using a comprehensive research-based understanding of the learner as well as the process of learning, the ***Learner-Centered Psychological Principles*** and the ***Principles of Learning and Change*** offer a balanced approach to better education as well as educational reform.

The delivery strategies described in this section — workshops and individual or small group study — offer teachers and other educators the knowledge and skills basic to using a learner-centered approach to teaching. In order to accomplish this goal, the program evolves in the four developmental change process stages described in Figure 3:

STAGE I - INCREASING AWARENESS AND INSPIRATION TO CHANGE.

This part of the program introduces participants to a learner-centered perspective and knowledge base, encouraging them to see the need for changes in educational practice and helping them understand the rationale for learner-centeredness as a means to improve learning and motivation for all students.

STAGE II - OBSERVING MODELS AND BUILDING UNDERSTANDING.

This part of the program offers teachers the opportunity to observe how other educators, students, and schools are accomplishing learner-centered education and improving student-teacher relationships and outcomes. Here participants begin to acquire and integrate the knowledge and skills of learner-centered practice.

STAGE III - ADAPTING STRATEGIES AND DEVELOPING OWNERSHIP.

In these components of the program, participants receive the instruction and collegial support needed to extend, use, and modify their knowledge and skills related to learner-centered strategies and practices.

STAGE IV - ADOPTING AND MAINTAINING NEW PRACTICES.

These final aspects of the program help participants develop attitudes and structures that can lead to further development and long-term use of learner-centered practices.

Delivery Strategies

When deciding how to deliver the ***For Our Students, For Ourselves*** program, there are a number of issues to consider. In addition, delivery strategies will be influenced by the program objectives and role of the facilitator. These topics are explored in more detail below.

ISSUES IN CHOICE OF DELIVERY STRATEGY

Different delivery strategies serve different functions and require different resources and time allocations. Some are more appropriate when teachers are at one stage of the change process versus another.

There are many ways to help teachers adapt new ways of teaching to their own styles and the needs of their students, as well as learn and maintain learner-centered beliefs and practices (Stages III and IV). Workshops provide a good context for personalized training and skill building and can be an effective delivery strategy for all stages. It is recommended that if a concentrated workshop format is the only choice, it be combined with individual or small group study that occurs over a prolonged period of time. Additionally, a group of people who have watched the videos over cable or public television may choose to create a working group and assemble a set of workshops. Workshop guidelines are covered later in this section.

Another option is for a group such as a state department of education to hold a teleconference or create distance education classes around the videos. Interested groups may contact McREL for advice on what the teleconference or distance education classes might focus.

Teachers may also choose to study more informally, either individually or in small groups. This can be the primary way of participating in the ***For Our Students, For Ourselves*** program. Teachers involved with this form of study might choose to electronically network with other individuals or with small groups of teachers (e.g., as part of an Internet user group). See the end of this section for further information.

In the planning process for the use of the ***For Our Students, For Ourselves*** program, the choice of delivery strategy should be made in conjunction with assessing staff development resources, needs, and scheduling constraints. Change, learning, and personal development are lifelong processes that occur uniquely for each person. Educational and training systems to promote these processes must be adaptable and flexible so as to meet individual needs.

WORKSHOP OBJECTIVES

The objectives of any delivery strategy for this program are that participants:

- Understand the knowledge base about learners and learning contained in the ***Learner-Centered Psychological Principles***.
- Define a personal philosophy of learner-centered practice.
- Acknowledge their professional values and practices that are consistent with the ***Learner-Centered Psychological Principles***.
- Comprehend and model examples of learner-centered practice.
- Generate classroom-level instructional applications of learner-centered practice.
- Make plans for trying out and assessing new practices, and sharing this knowledge with colleagues.
- Consider how much they wish to continue to become more skilled in learner-centered approaches to teaching and education.
- Deepen understanding of what it means to be a "learner-centered" educator and to maintain a learner-centered perspective.
- Gain insight into the processes administrators and teachers go through to transform their schools into learner-centered environments.
- Understand change does follow a set of principles that can be learned and applied.
- Participate in the modeling and demonstration of learner-centered practices, the process of change toward these practices, and the strategies needed to support changes in self and others.
- Develop personalized action plans for implementing the learner-centered model at classroom and school levels.

ROLE OF THE FACILITATOR

Part 1: Learner-Centered Principles in Practice

Individuals or small groups may work in a way that is comfortable to them, and small groups may choose to have one person or several people facilitate the exercises and activities found in this manual. For larger groups or workshops, a facilitator is essential. The facilitator might be a staff developer, principal, central office administrator, or teacher. He or she should be thoroughly organized and well prepared. An ideal sized group for a workshop ranges from

12 - 30 people. If more than 30 people are present, using a co-facilitator should be considered — to model and emphasize that learner-centered practice is founded on a *personal* relationship with the learner. Once the number of participants exceeds 30, the development of a personal relationship between facilitator and participants becomes exceedingly difficult. In this case, smaller workshops or more than one facilitator are encouraged. Too large a group lessens the chance for establishing a trusting and inclusive learning environment. What follows are some general guidelines for facilitators.

The following workshop objectives pertain to both ***Part 1: Learner-Centered Principles in Practice*** (three-day workshop) and ***Part 2: Stories of Change*** (two-day workshop). The first workshop (Learner-Centered Principles in Practice) acquaints participants with the Learner-Centered Model and the second workshop (Stories of Change) assists participants with changes necessary to implement the Learner-Centered practices in their classrooms and schools.

1. View all the video segments and become thoroughly familiar with their content.
2. Read all the materials contained in this entire program **before** the first meeting with participants.
3. Decide on the content of the program that best suits the audience and the time available.
4. Duplicate all Blackline Masters and reference lists. These are found in Sections V and VI.
5. When watching the videos to observe actual teaching practice, stop the video at the end of each scene and discuss the scene rather than play the entire video through to its end. This increases accuracy and stimulates more practical discussion.

Part 2: Stories of Change

The facilitator's primary role is to encourage participants' self-construction of meaning and understanding by being an active model of learner-centered practices. To engage in this role requires that the facilitator be knowledgeable about the learner-centered model and the research on which it is based, and be committed to helping others reach this level of understanding in their own work.

The facilitator should:

1. Be thoroughly familiar with the video segments and materials found in the first series of ***For Our Students, For Ourselves***.
2. Preview all the video segments of ***Part 2: Stories of Change***.
3. Read all the materials contained in this entire program **before** the first meeting with participants.
4. Decide on the content of the program that best suits the audience and the time available.
5. Duplicate all Blackline Masters and reference lists. These are found in Sections V and VI.

Workshop

Part 1: Learner-Centered Principles in Practice

The following is an outline for a three-day workshop. This format can be varied to accommodate different time frames depending on local school needs. Although this workshop is organized by day-long segments, you may have only a half-day or two hour segments. If so, use your knowledge of the group to determine what, if anything, to delete. However, every component of this workshop is included because it contributes to the learning, motivation, and coherence of the entire process. Although the workshop can be conducted in three consecutive days, it is ideal for the evolution of personal change and individual reflection on applied practice for a week to transpire between each workshop day.

📚 = Refer to supplementary materials in notebook pocket

🗣 = Discuss

STOP = Stop for break

🗐 = Blackline Masters

📺 = Video segment

👓 = Peruse

☐ = Flip chart

DAY ONE

Facilitator's note:
For the first day, you will need three of the four videos in this program: the overview, Mundelein High School, and Nederland High School. You will also need copies of the Viewer Guides for each participant for each of these videos. The summary from each of the Viewer Guides should be perused by participants before each video is shown. Each serves as an advance organizer and familiarizes the participants with some of the key characteristics being illustrated.

A. INTRODUCING PARTICIPANTS (20 minutes)

PURPOSE: To create a learner-centered environment and begin to develop connections and personal relationships.

PROCESS: Welcome participants. If they do not know each other well, use name tags. Allow people to introduce themselves and say what they expect and hope to get out of the workshop. Make a list of these expectations and hopes. Say a few things about why you enthusiastically support the program. Make sure the seating affords people a view of each other and easy access to working in small groups.

B. WARMING UP (40 minutes)

PURPOSE: To increase collaboration, an awareness and understanding of the nature of learning, and the motivational influences on learning.

PROCESS: Ask participants to consider a time in school, at any level, when they were highly motivated to learn but felt no pressure, coercion, or fear about test scores or grades. After participants have had a couple of minutes to reflect on their experiences and make notes about them, organize the group into triads and have them exchange their responses for about 15 minutes. After sharing their experiences, ask them to consider the following questions:

- How rare was such an occurrence?
- What kinds of tasks or activities were they asked to do in school? How were these relevant or challenging?
- What was the climate of the class and how did their teacher treat them?
- Is there anything else important to consider as to why they were so highly motivated?

Finally, ask the groups to consider, based on their conversations, what insights about motivation and learning occurred. As each group reports out, post these responses on newsprint and discuss as appropriate.

C. PERUSING VIEWER GUIDE (5 minutes)

PURPOSE: To provide an advanced organizer for the video segment.

PROCESS: Have participants peruse the program description and summary from the Viewer Guide for the overview of ***For Our Students, For Ourselves***.

D. WATCHING VIDEO (15 minutes)

PURPOSE: To introduce the program, ***For Our Students, For Ourselves***.

PROCESS: Watch the overview of ***For Our Students, For Ourselves***.

BREAK (15 minutes)

E. EXPLORING CONCERNS, AFFIRMATIONS (45 minutes)

PURPOSE: To explore the concerns and affirmations elicited by the video overview.

PROCESS: On a flip chart or chalk board place two titles: Concerns and Affirmations. Ask participants to reflect on the concerns that the video elicited as well as the things they believe in or do that the video affirmed. After about a minute of silence for reflection, ask them to share in small groups (3-5 people) their thoughts on both of these topics. Give them about 15 minutes for discussion and ask them to record examples for both lists. Then open up the discussion to the entire group and list the items for both topics, taking time to respond as appropriate. The concerns can serve as a needs assessment to focus upon during the rest of the workshop. The affirmations can be a strength and resource list to build upon for the rest of the workshop. End the discussion by asking (and listing) what, based on this video, they believe to be essential to learner-centered practice.

F. PERUSING VIEWER GUIDE (5 minutes)

PURPOSE: To provide an advanced organizer for the video segment.

PROCESS: Have participants peruse the program description and summary from the Viewer Guide for the video of "Mundelein High School."

G. *WATCHING VIDEO* (15 minutes)

PURPOSE: To introduce the program, ***For Our Students, For Ourselves***.

PROCESS: Watch the video of "Mundelein High School."

H. *ADDING TO CONCERNS, AFFIRMATIONS LIST* (20 minutes)

PURPOSE: Same as title.

PROCESS: Divide participants into small groups to discuss the following question: "As a result of seeing a video that depicts an actual school carrying out the learner-centered principles in practice, are there any further concerns, affirmations, or essential elements to learner-centered teaching that you would like to add to the lists thus far constructed?" After 10 minutes for discussion, add to the lists and discuss the items as appropriate.

(You now have a reasonable idea of how the participants see, based on their own experience, the ***Learner-Centered Psychological Principles*** relating to the needs and strengths of their own practice as well as what, based on their experience and viewing, appears to be essential about the ***Learner-Centered Psychological Principles***.)

LUNCH (amount of time is at the group's discretion)

I. *EXPLORING THE LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES (JIGSAW)* (85 minutes)

PURPOSE: To increase understanding of the ***Learner-Centered Psychological Principles*** on a conceptual as well as applied basis.

PROCESS: Begin by distributing copies of the ***Learner-Centered Psychological Principles*** (See example copy in your notebook and the order form for getting the number of copies you will need). Ask participants to read pages 5 through 9 in this document, remembering examples of actions and incidents in the two previous videos that reflect these concepts. After the reading has been completed, divide the entire group into groups of five. Have each of the participants in the five-person teams select a different one of the five major organizational categories, so that all five categories can be explored (cognitive/metacognitive, affective, personal/social, developmental, individual differences).

Then create "expert groups" based on each of the above categories. All teachers who selected the cognitive category meet, the affective category meet, etc. Hand out the five "Classroom Practices that Reflect Learner-Centered Psychological Principles Expert Sheets" (see Section V, pages BLM-1 — BLM-5). Have these "expert groups":

1. Discuss what participants believe the major organizational category means and how the given examples relate to it.
2. Based on the description given on the expert sheets, have participants in each group develop and add their own teaching examples. A teaching example is an actual instance of how they teach a particular subject that fits with the given principle, e.g., for an instructional strategy, a teacher might describe an actual experiment he or she requests students to perform. Participants are encouraged to always state why the teaching example fits the category and only moving on to the next example if the group understands how the teaching example is *congruent*. Such discussion increases comprehension. BLM-6 can be used for note-taking.
3. After the groups have had about 30 minutes to discuss and expand their lists, the "experts" go back to their original group and each one reports on his or her understanding of the category in his or her own words and shares the teaching examples generated for the purpose of clarifying the category. Experts should also solicit teaching examples from the rest of the group to deepen the understanding of the category presented. (Each presentation and related discussion should be given at least 10 minutes and copies of the final lists should be duplicated and distributed to all participants as soon as possible.)

Facilitator's Note:
There is a good deal of conceptual overlap among the five major categories. Participants should be apprised of this in order to increase their comfort and to avoid unnecessary debate about category fit.

BREAK (15 minutes)

J. PERUSING VIEWER GUIDE (5 minutes)

PURPOSE: To provide an advanced organizer for the video segment.

PROCESS: Have participants peruse the program description and summary from the Viewer Guide for the video of "Nederland High School." Ask them to look for further examples of their "expert" categories while watching the video.

K. WATCHING VIDEO (15 minutes)

PURPOSE: To introduce the program, ***For Our Students, For Ourselves***.

PROCESS: Watch the video of "Nederland High School." The purpose of watching it is to continue to immerse the participants in the conceptual and applied understanding of the ***Learner-Centered Psychological Principles*** and to increase the awareness of the variety of schools in which the principles are being implemented.

L. DISCUSSING VIDEOS AND INSIGHTS (25 MINUTES)

PURPOSE: To give participants an opportunity to share insights with group.

PROCESS: Allow each expert about three minutes to share any further examples or insights about his or her major category with the rest of the group. Further examples should also be added to their expert sheets where appropriate.

M. INTRODUCING LEARNER-CENTERED SELF-ASSESSMENT FOR TEACHERS (25 MINUTES)

PURPOSE: To help participants become aware of how their values and practices actually relate to the ***Learner-Centered Psychological Principles***.

PROCESS: Pass out copies of the "Learner-Centered Self-Assessment for Teachers" (see Section V, pages BLM-7 — BLM-8). Ask the participants to follow the directions for the self-assessment and, when finished, write down any insights they have as a result of completing the instrument.

When the participants have completed the assessment, ask them to share, *to the degree they are comfortable*, their insights and reactions in small groups.

At the end of this exercise, present the following as an assignment, to be completed for small group discussion at the next workshop. Identify learner-centered indicators on the survey for which the teachers SELF-RATED a 3 or higher for actual practice. Create a student appraisal consisting of these items and ask one or more of their classes to complete the appraisal, rating them, the teacher, on these items. This will give them their students' perceptions of their professional behavior. Such knowledge will be useful to a further learning of how to successfully apply the ***Learner-Centered Psychological Principles*** in teaching situations. They are requested to bring this data and their reflections about the data and the process to the next workshop.

N. *CLOSING: HEAD, HEART, HAND* (20 minutes)

PURPOSE: To provide closure and continued learning.

PROCESS: Ask learners to reflect on the entire day's workshop. For "head," ask them to identify something they will continue to think about. For "heart," ask them to identify one of the stronger feelings they expressed or experienced today. For "hand," ask them to identify an action that they will take as a result of their learning. If time permits, participants can share these responses in small groups or in the large group.

END OF WORKSHOP DAY 1

DAY TWO

Facilitator's note:
A good part of today's program is devoted to understanding and accepting another person's perspective.

A. *CELEBRATING DIVERSITY* (15 minutes)

PURPOSE: To increase the sense of connectedness among participants and to comfortably address diversity.

PROCESS: Begin by indicating that today's program will stress the importance of multiple perspectives and the core skill of incorporating students' values, experiences, and cultural background into their learning. This directly relates to diversity. To affirm this phenomenon, go around the group and have each person share a place (locally), a book, a film, or an experience that celebrates, reflects positively on, or acknowledges the importance of diversity. Diversity refers to differences in age, race, ethnicity, class, gender, sexual preference, disability, etc. This activity is meant to set a positive mood, one of openness and acceptance. The facilitator should have a few good examples to offer at the beginning to set an appropriate tone.

B. *DISCUSSING LEARNER-CENTERED SELF-ASSESSMENT FOR TEACHERS* (30 minutes)

PURPOSE: To provide an opportunity for group discussion of student perspectives of teaching behaviors based on the ***Learner-Centered Psychological Principles***.

PROCESS: This process is based on the carryover assignment from the first day's workshop (the Learner-Centered Self-Assessment for Teachers). Place the following questions on a transparency or chart paper:

1. To what extent did students confirm your own ratings?
2. To what extent did students disconfirm your personal ratings? What does this mean to you? How do you feel about this? What actions are you considering based on this awareness?
3. What insights did you gain from doing this survey with your students? How do these insights relate to the ***Learner-Centered Psychological Principles***?

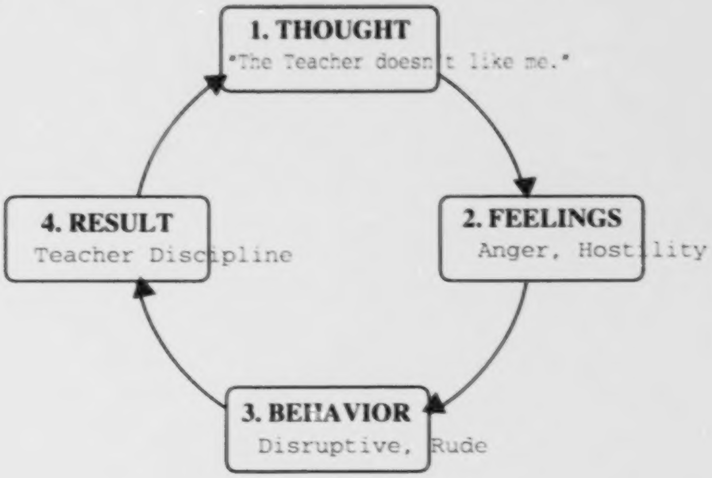
Have participants discuss these questions in small groups before you move on to a larger group discussion.

BEST COPY AVAILABLE

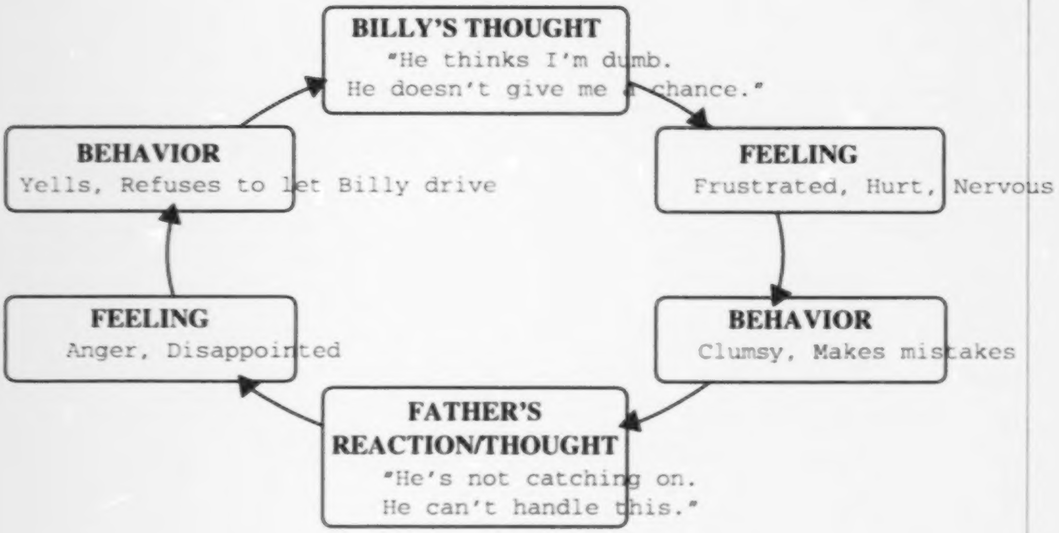
C. *EXPLORING THE THOUGHT CYCLE IN RELATIONSHIPS* (90 minutes + 15 more for break at the appropriate time)

PURPOSE: To deepen the awareness that people live in separate realities and that no two people see things the same way, even best friends. Also to deepen the understanding that our thoughts influence our feelings and those feelings influence our behaviors in a way that directly impacts relationships with students.

PROCESS: Begin by describing how each person thinks about things in unique ways, and that people's thoughts affect their feelings. Their feelings in turn affect how they behave. In the case of teaching, what teachers think about students affects how they feel about and, consequently, act toward them. To illustrate these principles, discuss the thought cycle with the whole group. The example on the following page demonstrates how the thought cycle works. It shows how a student's thoughts impact his or her feelings, behavior, and teacher reaction. What started out as the student's thought that the teacher didn't like him or her produced negative feelings of anger and hostility. In turn, these feelings produced disruptive and rude behaviors in the classroom. The result was that the teacher disciplined the student. All this reinforced the student's thought that the teacher didn't like him or her. The student "proved" his or her own thoughts without ever realizing that the negative cycle started with his or her thoughts.



Once participants understand how the thought cycle works, they are ready to understand that thoughts can cause two people to see things very differently. You may demonstrate this concept in a number of ways. You might describe the following thought cycle to participants. You might ask for a volunteer to help you role play the following scenario. Or, you might ask for a volunteer to help you act out a thought cycle you both create. In any case, alert the group that they will be doing this exercise in pairs after the demonstration.


BILLY'S THOUGHT
"He thinks I'm dumb. He doesn't give me a chance."
FEELING
Frustrated, Hurt, Nervous
BEHAVIOR
Clumsy, Makes mistakes
FATHER'S REACTION/THOUGHT
"He's not catching on. He can't handle this."
FEELING
Anger, Disappointed
BEHAVIOR
Yells, Refuses to let Billy drive

Fifteen-year old Billy and his father are having a conflict about whether Billy is ready to learn how to drive. Billy's thoughts are making him feel frustrated and nervous. These feelings result in his careless driving. When Billy's father sees Billy's poor driving, he thinks that Billy is not ready to drive. His father's resulting behavior reflects what he thinks and feels. In turn, this reinforces Billy's original thought that his father is unfair, resulting in a vicious cycle.

What participants can be helped to see is that they can break the cycle by choosing to think differently about the situation. For example, when Billy thinks about his situation differently, he realizes that he ruined the opportunity to show his father how well he can drive because of what he was thinking about his father. He also realizes that these thoughts were making him more nervous. Being more nervous affected his driving and made him careless and clumsy. He decides to take control of his thinking and explain this to his father and ask for a second chance. Billy now feels confident and hopeful, and his behavior reflects these new feelings. As a result, his father thinks that maybe he was wrong and that Billy deserves another try. Billy's father becomes more patient with and confident in Billy. That further influences Billy's confidence, and a positive spiral will begin in the relationship. And it all began with Billy taking responsibility for his thinking, feelings, and behavior in the situation.

Now, to help participants more fully understand this principle of *separate realities*, have them engage in group discussions in which they can generate their own examples of how two people see things very differently. You may start by dividing the group into pairs. Next have each pair role play a conflict situation they make up. After role playing, each person should fill out "The Thought Cycle in Relationships" sheet (see Section V, page BLM-9) and write down his or her thoughts, feelings, and behavior, and how he or she thinks the other person would/did react in terms of his or her thoughts, feelings, and behavior. When both partners are finished, they should compare notes and discuss whether they see each other differently. (BLM-10 can be used for note-taking.) Next, they should fill out another sheet, this time choosing to start with a different thought, one that takes their new thoughts about the person into account. After the exercise, have participants share (in pairs or larger groups) any insights as a result of doing the thought cycles.

Facilitator's note:
Each participant will need two blank "The Thought Cycle in Relationships" sheets for this exercise. Please make two copies for each participant.

Conclude activity with a large group discussion of how the thought cycle might apply to teacher/student, faculty/faculty, and other relationships.

D. *PERUSING VIEWER GUIDE* (5 minutes)

PURPOSE: To provide an advanced organizer for the video segment.

PROCESS: Before watching "Westbury High School," point out that teachers, learners, and the administrator have attempted to accept and validate each other's perspectives. Ask participants to make special note of examples as they view the video.

Have participants peruse the program description and summary from the Viewer Guide for the video "Westbury High School."

E. *WATCHING VIDEO* (15 minutes)

PURPOSE: To introduce the program, ***For Our Students, For Ourselves***.

PROCESS: Watch the video of "Westbury High School."

F. *DEBRIEFING VIDEO* (10 minutes)

PURPOSE: To give participants an opportunity to share insights and reflections on how the video provided examples of accepting multiple perspectives.

PROCESS: After the video, discuss as a large group how people in this high school are attempting to understand and accept each other's perspectives and what appear to be the consequences of this norm.

LUNCH (Amount of time is at the group's discretion)

G. *INCORPORATING DIVERSITY AND MULTIPLE PERSPECTIVES IN LEARNING* (90 minutes)

> ***Facilitator's note:***
> ***You may add your own questions to the list in the following exercise. If you do so, it will necessitate one more small group.***

PURPOSE: To experience a process that incorporates multiple perspectives and to increase awareness about how to use multiple perspectives and affirm diversity in one's own teaching.

PROCESS: Begin by acknowledging that diversity poses many challenges in education. Take some time to discuss some of the basic characteristics of diversity such as race, gender, ethnicity, and social class. Then divide the group into four subgroups. Each sub-group is given one of the four following questions:

1. What is something you value as a teacher or a learner that you learned while part of a diverse learning group — something that you would not have learned had you not been in a diverse learning group?
2. What is one thing you do to affirm diversity among your learners?
3. What is a serious challenge that the diversity of your learners creates for you?
4. What are some ways that you know of to incorporate multiple perspectives while teaching?

Each of these questions is written on the top of a large sheet of newsprint. After the original group has had five minutes to answer the question on the sheet of paper, the papers are rotated among the rest of the groups at seven minute intervals and the other groups' responses are recorded and added to the original group's responses. When the paper is finally returned to the original group, that group reads all the answers and, through consensus, records the generalizations it wants to make about the responses and the process they experienced. Each group then reports out and a general group discussion is held. The importance and benefits of multiple perspectives is one of the obvious conclusions among many possibilities. Often, after the general discussion, it is useful to post the sheets with the responses so participants can read them at their leisure. Facilitators may wish to record **all** the responses and distribute them among the groups. This builds cohesion and results in the pride of a group product.

Break (15 minutes)

H. *Considering a Case Study — Moments of Truth: Teaching Pygmalion* (50 minutes)

PURPOSE: To take a realistic look at an urban classroom in which differences of perception exist between the teacher and students and to understand how the learner-centered approach can be used to better understand and improve a learning situation.

PROCESS: Have all participants read "Case Study —Moments of Truth: Teaching Pygmalion" (see Section V, pages BLM-11—BLM-18). Make the following two points before having participants answer the questions that follow:

1. The teacher exhibits two strong characteristics of learner-centeredness. She is a real co-learner and she strives to be empathic with students.
2. Four of the major categories of the learner-centered principles are represented in this scenario (cognitive/metacognitive, affective, personal/social, and individual differences). Each can be used to better understand what occurs as well as to possibly improve upon this teaching situation.

After reading the case, have each participant individually write notes and answers on a worksheet entitled, "Reflection Questions for Case Study — Moments of Truth: Teaching Pygmalion" (see Section V, pages BLM-19 —BLM-20) containing these questions (allow 15 minutes for this):

1. Fear (affective principles) plays a large part in this scenario. How do you think it influences the teacher as well as the students?

2. Multiple perspectives (individual differences principles) are constant throughout this scenario. Indicate the incidents in which perspectives are in conflict or appear to lead to misunderstanding between the teacher and students. Can you suggest any strategies to encourage a sharing of viewpoints in a mutually respectful way? Be specific.
3. Relevance overlaps a number of the ***Learner-Centered Psychological Principles***. The teacher uses a few avenues to address relevance and stimulate student interest. What are they? And, using ideas from the category of personal/social principles, how could the teacher have increased the relevance of this lesson?
4. Using concepts from the cognitive/metacognitive category, how could the teacher have deepened or promoted higher-order thinking among her students?
5. In this scenario, could the teacher be accused of language discrimination (individual differences principles)? If so, what are your suggestions to her?

After each person has had a chance to consider the questions individually, have the entire group divide into triads to address the questions and compose their answers. Allow 20 minutes for this.

Questions 2, 3, 4, and 5 seek suggestions from the participants. Take at least 15 minutes to survey the entire group regarding the suggestions that they have created for the teacher. Record these on a flip chart or overhead transparency.

> ***Facilitator's note:***
> *Remind participants you will begin the next workshop with their reactions to the processes and consequences of their action plans. Also, ask them to bring to the next workshop a lesson or unit from their teaching repertoire that they wish to refine or improve upon based on the* ***Learner-Centered Psychological Principles****. This is a major activity for the third workshop day.*

I. CLOSING: CREATING ACTION PLAN (25 minutes)

PURPOSE: To provide closure and help participants affirm and generate their own classroom level applications of the ***Learner-Centered Psychological Principles***.

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PROCESS: Review the day's workshop with participants and have them prioritize the things they have had affirmed, learned for the first time, or seen from a new perspective. Use the "Action Plan" hand-out (see Section V, page BLM-21) to have participants designate those applications they will carry out in their classrooms. Ask them, between now and the next workshop, to keep track of their reactions to and results of the processes and consequences of their action plans. If time permits, have them share these commitments in small groups.

Facilitator's note:

For the individual and group segments of this exercise, allow participants to address those questions they personally find most relevant.

END OF WORKSHOP DAY 2

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DAY THREE

Facilitator's note:
The theme for today is applying and generating learner-centered practices in one's own classroom with the intention of continuing and deepening one's ability to use this approach in the future.

A. DEEPENING AWARENESS OF INTRINSIC MOTIVATION (30 minutes)

PURPOSE: To become more aware of the conditions and attractiveness of intrinsic motivation to learn, the core of motivation for learner-centered teaching.

PROCESS: Ask participants to individually consider the factors of ***wisdom, creativity, humor, and ability***.

Ask them where and when they have seen these in existence in their everyday relations. Have them discuss their responses with a partner. Then ask them when, where, and with whom they most easily exhibit these four factors as a unified whole. That is, where, when, and with whom do they feel most wise, creative, humorous, and able? After a short time for reflection, have them share their notions about this in small groups. After about 15 minutes, open the discussion up to the entire group and ultimately discuss how this awareness relates to how learning occurs in schools. (The importance of feelings of personal safety, autonomy, connectedness, and competence should be emphasized.)

Facilitator's note:
Mention that it is fine to consider only two or three out of the four factors.

B. REFLECTING AND SHARING OF ACTION PLAN RESULTS (30 minutes)

PURPOSE: To model the importance of reflective practice and self-assessment (cognitive/metacognitive principles) and to build connectedness through collegial support and sharing.

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PROCESS: Allow participants five to ten minutes to complete the "Reflection-on-Action" sheet (see Section V, page BLM-22). Then shift into small groups to share the information found on these assessments. This may be a good time to structure groups according to similar roles, e.g., math teachers, English teachers, and interdisciplinary teams. Emphasize the importance of self-assessment for students as well, pointing out that when students are able to self-assess, they are empowered to self-correct and become more self-reliant.

C. *MODELING OF LEARNER-CENTERED PRACTICE TO AFFIRM AND STIMULATE PROFESSIONAL DEVELOPMENT* (120 minutes including break)

PURPOSE: To extend and deepen teachers' knowledge of the learner-centered practices modeled in the videos and to provide support and a means to set professional development goals for classroom teaching based on the ***Learner-Centered Psychological Principles***.

PROCESS: Begin by informing the group that they will be revisiting the three high school videos, this time with special materials and with a focus on actual practices that foster learner-centeredness in teaching. Therefore, they will note examples of learner-centered practices and characteristics they see in the video. These notes will become personal resources for setting goals for professional practice based on the ***Learner-Centered Psychological Principles***. As an optional resource, you may hand out the three sets of Blackline Masters entitled "Models of Learner-Centered Practice," one set for each school (see Section V, pages BLM-23 — BLM-27, BLM-28 — BLM-34, and BLM-35 — BLM-40). These can be used as a resource to pinpoint or clarify any of the learner-centered practices or concepts modeled in the three high school videos.

Proceed according to the following steps:

1. Have participants, based on their workshop experience and new knowledge of learner-centered practices and characteristics, be prepared to note in writing examples from the videos of learner-centered practices and characteristics.
2. Watch the video of Mundelein High School.
3. Have participants share their examples with members of their small group, having one person record the group's combined list.

3a. (Optional) If desired, distribute the three sets of Blackline Masters entitled "Models of Learner-Centered Practice" at this point. These sets are found in Section V on pages BLM-23 – BLM-40. Have members of the groups compare their generated list to the examples given in the narratives. (Specific accuracy is not as important as understanding.)

4. Pass out the "Reflection Form" (see Section V, page BLM-41) and have teachers individually complete it.

Facilitator's note:
Participants will need three copies of the "Reflection Form." Please make three copies for each participant.

5. Repeat this sequence for the videos of Nederland and Westbury High Schools.
6. Take a break within this series of activities.
7. After the last video has been seen and all participants have had a chance to fill out their reflection forms, ask the participants to select the action or practice from all three of the reflection forms for which they have the most interest and enthusiasm and that would be a new development in their teaching repertoire. (It may be quite specific or rather general such as "increasing my sensitivity to multiple perspectives.")
8. Now ask the participants to form triads or dyads and to confer with each other as they each complete the "Goal Setting Form" (see Section V, page BLM-42) with their chosen action or practice as the goal.
9. Next have the entire group form a circle. Have participants share their goal and why it is important to them. Anyone is free to pass. Also, this is a good time, if people wish, to request assistance or support for the achievement of their goal. When done with sincerity and mutual support, this can be a very powerful group experience and a way to build cohesion among a staff and faculty.
10. Begin by sharing your goal and reason for why it is important to you.
11. If option 3a has not been selected, distribute "Models of Learner-Centered Practice" for all three schools (see Section V, pages BLM-23 — BLM-27, BLM-28 — BLM-34, and BLM-35 — BLM 40) to be used as resources in the future.

LUNCH (Amount of time is at the group's discretion)

D. *DESIGNING A LEARNER-CENTERED UNIT, CURRICULUM, LESSON OR ASSESSMENT PROCESS* (120 minutes, including break)

PURPOSE: To practice using learner-centered characteristics, strategies, and attitudes to create or improve teaching practices, curriculum, lessons, and assessment processes.

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PROCESS: This process can take a number of different forms and directions. If the faculty members are familiar with each other and work together on a daily basis, they may want to use the learner-centered approach to work on such objectives as revising a specific piece of curriculum or creating a more cohesive faculty/student relationship and sense of community. The main purpose of this time is to work in cooperative teams, based on some mutual interest or need that relates to learner-centeredness. If a lesson or unit is being created or revised, the participants should act as learner-centered consultants to one another using their notes, the "Models of Learner-Centered Practice" Blackline Masters, "Classroom Practices that Reflect Learner-Centered Psychological Principles Expert Sheets" Blackline Masters, and the actual principles and major categories as resources for ideas. The goal should be to complete at least one successful "creation" from each group. Whatever is accomplished should be recorded for possible sharing with others as well as for future use.

After the break, organize a sharing out process for the whole group. Have some fun with this part of the activity by giving participants the following options and about 15-30 minutes to prepare.

They can report out as a:

1. Fable - "Once upon a time..."
2. Advertisement - "You'll want to come to this class because..."
3. Logo - "This symbol (actual drawing) represents the changes I've made..."
4. Poem - "Before things were boring — But now things are soaring..."
5. Anything the participants suggest (a straightforward brief report is fine too.)

E. BRAINSTORMING WAYS TO CONTINUE TO BECOME MORE KNOWLEDGEABLE AND SKILLED IN A LEARNER-CENTERED APPROACH TO TEACHING (30-45 minutes)

PURPOSE: To provide participants with an opportunity to deepen understanding and develop commitment to change.

PROCESS: There are so many possible ways to continue and deepen a faculty's skill and knowledge base in the learner-centered approach, from study groups to advanced workshops. Some faculties may wish to increase the comprehensiveness of the application of what they have just learned; this may be a direction to take the brainstorming as well. The goal of this section is to pursue ways to enhance, deepen, and apply what has been learned.

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The participants may brainstorm as a single large group or brainstorm in small groups and then report out with the facilitator acting as the recorder for the group. At a minimum, the goal of this process should be to arrive at "next steps." Where the workshop has been conducted with a self-contained group, the process of consensus decision making should be used to arrive at the next step.

Facilitator's note:
The brainstorm should be conducted without providing the following list up front. The list may be useful to affirm current practices or encourage long-range plans.

A list of educational models/interventions compatible with the learner-centered approach is shown below. Consider this list as possible topics to eventually pursue. Brainstorming may also include personal beliefs, behaviors, and practices that are learner-centered.

Multiculturalism
Whole Language
Teaching for Understanding
Cooperative Learning
Brain-Based Learning
Integrated Curriculum
Constructivism
Authentic Assessment
Experiential Education
Intrinsic Motivation
Multiple Intelligences

F. CLOSING ACTIVITY (30 minutes)

PURPOSE: To affirm and express gratitude for the work, learning, and people involved in the three-day workshop.

PROCESS: Gather the group into a circle and have each person express something they appreciated about the three-day program. This can be a process, person, learning, or anything else he or she would like to acknowledge.

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G. *EVALUATING THE PROCESS* (amount of time is at facilitator's discretion)

PURPOSE: To provide an opportunity to reflect on and evaluate the content and process of the workshop.

PROCESS: Select an evaluation method that is suitable to your goals and needs.

END OF WORKSHOP DAY 3

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Workshop

Part 2: Stories of Change

The following is an outline for a two-day workshop. This format can be varied to accommodate different time frames depending on local school needs. Although this workshop is organized by day-long segments, you may have only a half-day or two hour segments. If so, use your knowledge of the group to determine what, if anything, to delete. However, every component of this workshop is included because it contributes to the learning, motivation, and coherence of the entire process.

📓 = Refer to supplementary materials in notebook pocket
👥 = Discuss
🛑 = Stop for break
📄 = Blackline Masters
📺 = Video segment
👓 = Peruse
∟ = Flip chart

DAY ONE

Facilitator's note:
For the first day, you will need to use the first two video segments in the Stories of Change program: "Context and the Need for Change" and "The Transformation Process." For the second day, you will need the last two video segments in this program: "Consequences and Results" and "Creating a New Culture." For both days, you will need copies of the Viewer Guides for each participant for each of the videos in use. The program description, goals/ outcomes, program summary, and key principles should be perused by participants before each video is shown. Each serves as an advance organizer and familiarizes the participants with the ideas being discussed.

A. *Introduction of Facilitator and Participants* (35 minutes)

PURPOSE: To create a learner-centered environment , to develop connections and personal relationships, and to illustrate a successful example of facilitating change from the participants' experience.

PROCESS: Ask each participant to tell their name, position, and what she or he hopes to learn in the training; have participants divide into pairs and share a personal story of success with a student thought "difficult or unreachable." Have 5-6 people volunteer to share their story with the large group. Record key elements of each story on blank transparencies. For example, elements such as, "having a shift in understanding of the student's perspective, having an insight into strategies for reaching the student, or experiencing a deeper understanding through listening to another teacher's or a parent's perspective on the student," are common and essential pieces that may have made the success possible.

B. *Overview of Workshop Goals* (10 minutes)

PURPOSE: To create mutually understood and accepted goals for learning.

PROCESS: Display BLM-43: Goals/Outcomes. Review and explain goals of the workshop. Negotiate with participants about expectations, additional goals, structure, content, breaks, and other details. Make adjustments as necessary.

C. *Background, Description, and Reconstruction of Learner-Centered Principles* (45 minutes)

PURPOSE: To deepen understanding of the Learner-Centered Psychological Principles on a conceptual as well as applied basis.

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PROCESS: Overview the background, rationale, and description of the Learner-Centered Psychological Principles (BLM-44 — BLM-47). This overview reviews the research base, need for the Principles as a foundation for educational reform, what has been missing in terms of a focus on both learning and the learner, and an explanation of what the Principles provide. Show BLM-48 and explain that in the past, many have felt a tension between what have been "learner-centered" and "learning-centered" approaches. Overlay BLM-49 and explain that the Principles and knowledge base across the five domains (metacognitive and cognitive, affective, developmental, personal and social, and individual differences) help resolve this controversy. Overlay BLM-50 and make the point that the Principles as a whole help us see that **both** perspectives are needed, but to address student needs, concern with the individual learner must be the central focus, surrounded by the knowledge of how learning occurs.

Then divide participants into small groups of 4 or 5 and ask them to reconstruct those principles which would make more sense to them in their own words (BLM-47 lists all twelve principles within their five categories) and to identify areas within the Principles they want clarified. Each small group may share out in these two areas. Provide examples of reconstructions(e.g., Principle 1, "Learning is a natural process that occurs for all students."). Have each group record their reconstructions and questions or comments on newsprint. Lead a large group discussion in which the group members offer their reconstructions of some of the Principles and clarify answers to their questions. Help participants to see the points that a) we construct meaning to make meaning; and b) the way we construct meaning often differs, requiring a common understanding of a knowledge base. You can facilitate this understanding by having participants share what they learned or what insights they had about the Principles during the reconstruction exercise, e.g., how their own meanings differed from, agreed, or shifted with others as they discussed what the Principles mean to them.

BREAK (15 minutes)

D. *INTRODUCTION TO AND EXPLORATION OF THE THREE DOMAINS OF SYSTEM CHANGE* (75 minutes)

PURPOSE: To introduce the change process in the context of the three domains of system change and to illustrate the extent to which the three high schools are representative of these domains as they have changed.

PROCESS: Show BLM-51. Introduce the key principle that "change is a new way of thinking," that it begins by critically examining what is and what could be. Then explain that the educational system has levels of functioning that include the classroom, school, district, and community. Introduce the second key principle that "change is seen differently by different people — to be successful it must be built upon common areas of agreement — often across these levels of functioning.

Functioning also extends to three primary domains that cut across all these levels — personal, organizational, and technical. These domains define the focus of interventions that must be simultaneously addressed in systemic change processes and practices. Go over handouts that define the three domains of change and show BLM-52 – BLM-54. Facilitate a large group discussion of examples that provide experiential evidence of the validity of this change process and its relationship to the three domains and levels of educational systems, and what implications exist for the creation of cultures of learning and change. Examples might include what happens when change addresses only the technical and/or organizational domains, but does not include the personal domain, or when change doesn't align between the classroom, school, district, and community levels. Implications include recognizing that personal change is foundational for sustained learning, and that change is always dynamic and continuous to the extent that learning is occurring.

After this discussion introduce the first video segment, "Context and Need for Change." Give the participants about five minutes to peruse the Viewer Guide for this video so they might be more familiar with its objectives and content. Then have the participants self-select into one of the three domains that have just been discussed forming a group for each domain. Each group now watches the video to see how the educators in it reflect and support their domain's emphasis, e.g., teacher collegiality and common agreement — personal domain — contributes to the change process in these schools. After watching the video, conclude with each group reporting out their impressions of how their domain was emphasized by the educators in the video and the possible implications for change in their own classroom or school.

LUNCH (1hour)

E. *PERSONAL STORIES OF CHANGE: NARRATIVES TO REFLECT THE STAGES OF CHANGE AND THE CHANGE PRINCIPLES* (90 minutes)

PURPOSE: To acquire and integrate with personal knowledge the four stages of change and the principles of change.

PROCESS: Display BLM-55: Stages of Change. Relate a profound change in your own life to illustrate the four stages of change. For example:

- Phase I - Developing Awareness... Realized after 17 years in the same city, I needed to live in a part of this country unlike the Midwest.
- Phase II - Observing Models... I began to talk with friends and acquaintances about how they had decided to move, what they need to know and do before making such a shift.
- Phase III - Adapting strategies... I went to an employment agency, began taking the Sunday Seattle Times, asked some friends if they knew people I might connect with in Seattle, took a vacation in Seattle, etc.
- Phase IV - Adopting and Maintaining Attitudes and Practices... When I moved to Seattle, I immediately joined a hiking club and a neighborhood civic group, I made contact with two people my friends had recommended, I started teaching a course for a local university, etc.

Relate to participants that there is a large overlap between personal change and organizational change. Ask volunteers in small groups to relate a significant change they have made and to organize the narrative of the change according to the four stages of change. Before the volunteers "tell their story," the rest of the members of the small groups peruse BLM-56: Principles of Change. When the volunteers are telling their stories, the rest of the small group members are attempting to find examples within the stories that reflect particular principles of change found on their handout. When a volunteer is done, the rest of the small group offers feedback based on their analysis of the story using the principles of change, e.g., "Once you had talked to people like yourself who had, without a prospective job, successfully carried out a move to another part of the country, you believed it was possible for you as well. Conclude with a large group discussion of insights about the change process that have been made as a result of this activity. For example, "Hope seems to almost always be a requirement for positive change to occur." Record these insights and generalizations on a flip chart and post them for the group.

BREAK (15 minutes)

F. *FOUR STAGES OF CHANGE AS THEY RELATE TO THE LEARNER-CENTERED HIGH SCHOOLS* (35 minutes)

PURPOSE: To acquire and integrate the four stages of change as they relate to learner-centered educational settings.

PROCESS: Have participants peruse Viewer Guide #2 for the video segment, "The Transformation Process." Then have participants review BLM-55: Stages of Change. Ask them to analyze the video for examples of each of these stages as these stages are implied by the educators in the video as they describe their own transformations. Show the video. Conclude with a large group discussion which identifies the four stages of change as exemplified by the educators in the video.

G. RELATIONSHIP OF PRINCIPLES TO LOCAL EDUCATIONAL CHANGE PROCESS (40 minutes)

PURPOSE: To clarify how Principles of Change relate to local reform agenda and to learn about their implications for learner-centered practices.

PROCESS: Participants break into small groups and discuss the fit of the Principles of Change (BLM-56) with their local educational reform agenda and/or the implications for transition to learner centered practices in their classroom or school. Each group records the results of their discussion and shares out their insights and generalizations in large group discussion.

END OF WORKSHOP DAY ONE

DAY TWO

H. *Recap and Insights from Day One* (30 minutes)

PURPOSE: To provide participants with a review of day one and an overview of day two.

PROCESS: Participants and facilitator engage in dialogue about prior day's learning and discuss any new insights. The facilitator places the day's agenda on the overhead projector and discusses its relationship to the previous day's work and solicits any additions or changes requested by the group. After these are discussed and negotiated the new day's agenda is set and the workshop continues.

I. *Self Assessment, Scoring, and Discussion of Teacher Beliefs Survey* (60 minutes)

PURPOSE: To understand where both affirmations and discrepancies between personal beliefs and learner-centered beliefs may exist. To reflect on this information and to consider where personal and professional change may be desired.

PROCESS: Distributes copies of Teacher Beliefs Survey (BLM-57 — BLM-58) to participants and explain the objective of this survey as noted in the above stated purpose for this activity. Allow approximately twenty minutes for participants to complete the survey. Then distribute the Scoring Key for The Teacher Beliefs Survey (BLM-59) and assist participants in scoring and interpreting their self assessments. Ask participants to reflect on this information and to meet in small groups to discuss any insights or desired actions they may want to initiate. Ask participants to make notes of their personal reactions and to keep them near as the workshop continues. They may see within the videos ideas and similarities they wish to further reflect upon or pursue.

Break (15 minutes)

J. *Relating Learner Centered Beliefs to Consequences and Results in the Change Process* (60 minutes)

PURPOSE: To see the connection and to understand the reciprocal relationship between change in beliefs and continuing the change process... as one's beliefs change one is more ready to enact change and vise versa. Continued learning is the key to both changes.

PROCESS: Have participants peruse Viewer Guide #3 for the video segment, "Consequences and Results." Remind them of the past activity and ask them to scan this video to see how change in beliefs is related to the educators' personal change as they discuss how they and their schools were transformed. For example: Belief: "I can't allow myself to make mistakes." shifts to new belief (Key Principle) "Change requires permission to make mistakes..." Show the video. Conclude this activity with a large group discussion of which beliefs or shifts in beliefs were modeled in the video and how this affected classroom and school change. Relate this understanding to how continual learning causes a reciprocity between changes in beliefs and changes in the classroom or school.

K. *THE MOST IMPORTANT ESSENTIALS FOR THE CHANGE PROCESS* (40 minutes)

PURPOSE: To understand from a personal perspective what is the most important essential for change to learner-centered education.

PROCESS: Have participants peruse Viewer Guide #4 for the video segment, "Creating a New Culture." Ask them also to take another look at BLM-56: Principles of Change. Share with them the understanding that this is the last video in the series and a last look at how change came about in the three high schools. At this point, the participants will have seen all the videos and considered their learner-centered beliefs as well as the stages and principles of change. With all this information and what is contained in this last video, ask them to reflect on this question as they watch the video, "What from your own perspective is the single most important essential of change that contributes to learner-centered teaching?" After the video have a large group brainstorming session and publicly record these essentials. Once all the essentials reported indicate that they are a distilled profile of the group's beliefs about what it takes to move toward learner-centered education. Conclude with and record any insights the group may have about this listing.

LUNCH (1 hour)

L. *ACTION PLANNING* (90 minutes)

PURPOSE: To develop a personalized action plan for learner-centered teaching at the classroom and/or school level.

PROCESS: Action planning may be done individually, in dyads, or small groups. Pass out BLM-60 – BLM-61: Characteristics of Learner-Centered Classrooms. This may be used by participants as a cue sheet to stimulate their thinking about which aspects of learner-centered education they want to apply to their classrooms or schools. Action planning can be for the classroom or school.

Display BLM-62: Action Planning Guide for the Classroom and review it with participants. Display BLM-63: Action Planning Guide for the School and review it with participants. Then distribute BLM-64: Action Planning Guide and ask participants to begin planning as specifically as possible. If they wish to, they should be encouraged to make more than one action plan and to prioritize them according to their chronological order of implementation, e.g., the first action plan is the first plan the teacher will put into practice. When action plans are completed they are to be posted on the walls for sharing with the rest of the participants.

BREAK (15 minutes)

M. *SHARING ACTION PLANS* (45 minutes)

PURPOSE: To inform and affirm the action plans created by participants.

PROCESS: After all the action plans have been posted, have the participants as well as yourself go about the room reading them with the following idea in mind: to give positive feedback and suggestions to inform and affirm the plans that have been created by their peers. Use free comments and the following code: A star next to a statement means, " I really like this idea." An exclamation point next to a statement means, "I might try this myself." A plus sign means, "This is very creative." And a double star and name means, "This idea is so good I'd like to talk further with you about it." After each person has had a chance to read and comment on everyone's action plans, have the participants retrieve their plans and read the comments on them. Conclude with a large group discussion of what this sharing has meant to the participants. (It should be very mutually supportive and possibly inspiring.)

N. *CLOSING ACTIVITY* (30 minutes)

PURPOSE: To affirm and express gratitude for the work, learning, and people involved in the two-day workshop.

PROCESS: Gather the group into a circle and have each person express something they appreciated about the two-day program. This can be a process, person, learning, or anything else he or she would like to acknowledge.

O. *EVALUATING THE PROCESS* (amount of time is at the facilitator's discretion)

PURPOSE: To provide an opportunity to reflect on and evaluate the content and process of the workshop.

PROCESS: Select an evaluation method that is suitable to your goals and needs.

END OF WORKSHOP DAY TWO

Individual or Small Group Study

The ***For Our Students, For Ourselves*** program can be used by individual teachers or by small groups of teachers who want to work together on this staff development process that helps them put learner-centered principles into classroom practice. When used in this way, the program may follow the same basic sequence as described in both the workshop for ***Part 1: Learner-Centered Principles in Practice*** and the workshop for ***Part 2: Stories of Change***, or it may vary slightly.

- First, exercises that raise awareness and inspiration could be completed. These exercises include perusing each Viewer Guide for each video and watching all videos; reflecting on the concerns the videos raise; and noting beliefs and practices that the videos affirm. The activities that may serve as guidelines for in ***Part 1: Learner-Centered Principles in Practice*** are found in Day 1, Sections C, D, E, F, G, H, J, and K, and Sections D, E, and F of Day 2 of the "Workshop" section. The activities that may serve as guidelines for in ***Part 2: Stories of Change*** are found in Day 1, Sections, C and D, and Day 2, Section I of the "Workshop" section.

- Second, exercises that allow for observing models and building understanding might be used. For ***Part 1: Learner-Centered Principles in Practice*** these exercises include Day 1, Sections I and M and for Day 2, Sections B, C, G, and H of the "Workshop" section. For ***Part 2: Stories of Change*** these exercises include Day 1, Sections E and F and for Day 2, Sections J and K of the "Workshop" section. Teachers may also choose to observe and reflect upon their colleagues' practices and discuss with other teachers the beliefs that underlie their approach to students, learning, and teaching.

- Third, individuals and/or small groups may choose to work on activities to help them adapt learner-centered strategies and develop ownership of learner-centered beliefs and practices. For ***Part 1: Learner-Centered Principles in Practice***, individuals and/or small groups might consider the following exercises in which they begin to apply the Learner-Centered Psychological Principles for use in their classrooms. Day 2, Section I and Day 3, Section B. For ***Part 2: Stories of Change*** these exercises might be helpful Day 1, Section G and Day 2, Sections L and M. Another beneficial strategy would be for participants to compare notes with their colleagues.

- Fourth, a good way to expand learner-centeredness is to adopt and maintain learner-centered practices. Exercises that aid this process are "Designing a Learner-Centered Unit" (Day 3, Section D) and "Brainstorming Ways to Continue to Become More Knowledgeable and Skilled in a Learner-Centered Approach to Teaching" (Day 3, Section E). Ongoing activities in this area are recommended to maintain and extend learner-centered beliefs and practices.

While individual and small group study are good vehicles to allow for tailored programs responsive to individual needs and for ongoing staff development, over the long-run it can be difficult to be alone and maintain one's motivation. Tips for staying motivated and for working steadily on the program include setting aside a particular time for self-study. This may be once a week, for a couple of hours, or whatever time permits. Also recommended is adapting activities to individual needs. Involving at least one other teacher in learner-centered efforts can lead to increasing enthusiasm across an entire school or even school district. Therefore, teachers using the ***For Our Students, For Ourselves*** program are encouraged to help colleagues become aware of learner-centered practices and concepts. They are also encouraged to form regular study groups and to use networking strategies that put them in contact with other teachers, personally or via electronic networks.

V. Blackline Masters for Exercises for the For Our Students, For Ourselves Program

Part 1: Learner-Centered Principles in Practice

The following Blackline Masters are referred to as BLM-1 – BLM-42 in the three-day workshop.

Part 2: Stories of Change

The following Blackline Masters are referred to as BLM-43 – BLM-64 in the two-day workshop.

Classroom Practices that Reflect Learner-Centered Psychological Principles

Example: Expert Sheet (for I - Day 1)

COGNITIVE AND METACOGNITIVE PRINCIPLES

Those that have to do with how a learner thinks and remembers. These principles address the way all learners construct meaning from information and their own experiences. Everyone's mind works to create an organized and sensible view of the world and to fit new information into the structure of what is already known. The process of thinking and directing our own learning is a natural and active one, and, even when it is subconscious, occurs all the time and with all people. What is learned, remembered, and thought about, however, is unique to each individual.

INSTRUCTIONAL STRATEGIES AND METHODS

- Help students refine their understanding by using critical thinking skills, e.g., analyzing, evaluating, applying, synthesizing, etc.

CURRICULUM

- Stimulates students' thinking beyond rote memory, e.g., authentic projects that require problem solving, research, etc.

ASSESSMENT

- Promotes students' reflection on their growth as learners though opportunities for self-assessment, e.g., tasks and tests include asking students to comment on how they overcame challenges, to revise their work, etc.

Classroom Practices that Reflect Learner-Centered Psychological Principles

Example: Expert Sheet (for I - Day 1)

AFFECTIVE PRINCIPLES

Those that describe how beliefs, emotions, and motivation influence the ways in which and how much people learn. These principles deal with the influences of our thinking and emotions on learning. They state that how much we learn and remember is influenced by how personally relevant new information is to us as well as how successful we perceive we will be in learning that information. Our personal beliefs and expectations influence how motivated we will be to learn. In turn, our motivation to learn influences how much we will learn and how much effort we will invest in learning.

INSTRUCTIONAL STRATEGIES AND METHODS

- Appeal to students' concerns and values, e.g., writing something of personal importance to a friend or parent.

CURRICULUM

- Is designed to stimulate students' varied interests, e.g., long-term projects across disciplines.

ASSESSMENT

- Gives all students multiple opportunities to succeed, e.g., alternative forms of assessment for the same concept.

Classroom Practices that Reflect Learner-Centered Psychological Principles

Example: Expert Sheet (for I - Day 1)

DEVELOPMENTAL PRINCIPLE

That which describes capacities for learning that are known to develop or emerge over time. This principle is based on research on changes in human capacities and capabilities over the lifespan. In general, all humans proceed through identifiable progressions of physical, intellectual, emotional, and social development. This developmental progression is influenced by unique personal characteristics that may come from genetic or environmental factors. The important point is that we all learn best when material is appropriate to our developmental level and presented in an enjoyable, interesting, and challenging way.

INSTRUCTIONAL STRATEGIES AND METHODS

- Are geared to how students are learning and progressing, e.g., some students can take more time than others without penalty to complete tests or projects.

CURRICULUM

- Is challenging and developmentally appropriate to unique student characteristics, e.g., emotional maturity is considered when requiring acts of responsibility such as independent work or use of certain materials.

ASSESSMENT

- Is based on student progress and individual performances, not competition, e.g., scores and grades are based on personal progress as opposed to comparison against a norm or other students.

Classroom Practices that Reflect Learner-Centered Psychological Principles

Example: Expert Sheet (for I - Day 1)

PERSONAL AND SOCIAL PRINCIPLES

Those that describe the role that culture and others people play in the learning process, including the way people learn in groups. These two principles reflect research showing that we all learn from each other and can help each other learn. If learners are in respectful and caring relationships with others who respect their perspective, genuinely appreciate their unique talents, and accept them as individuals, both learning and feelings of self-confidence are enhanced. Positive student-teacher relationships define the cornerstone of an effective learning environment, one that promotes both learning and positive self-development.

INSTRUCTIONAL STRATEGIES AND METHODS

- Encourage teachers and students to consider culturally diverse viewpoints as they discuss and interpret information, e.g., history, social studies, and literature are only dominated by a Eurocentric view.

CURRICULUM

- Encourages students to explore cultural similarities and differences, e.g., students have a chance to explore multiple perspectives of the same phenomenon, such as family life, the meaning of success, etc.

ASSESSMENT

- Allows for peer assessment, e.g., students give qualitative feedback to each other on assignments and projects.

Classroom Practices that Reflect Learner-Centered Psychological Principles

Example: Expert Sheet (for I - Day 1)

INDIVIDUAL DIFFERENCE PRINCIPLES

Those that describe how unique backgrounds and capabilities of individuals influence learning. These two principles help explain why individuals learn different things and in different ways. Although the same basic principles of learning, thinking, feeling, relating to others, and development apply to all of us, what we learn and how this is communicated differs in different environments (such as cultural or social groups) and as a function of our genes or heredity. Out of our environment and heredity we create unique thoughts, beliefs, and understandings of ourselves and our world. Appreciating these differences and understanding how they may show up in learning situations are essential to creating effective learning environments for all students.

INSTRUCTIONAL STRATEGIES AND METHODS

- Provide for student choice of how to work, e.g., individually or collaboratively.

CURRICULUM

- Is organized around themes that are meaningful to students, e.g., projects are co-created with student input.

ASSESSMENT

- Provides for multiple plausible responses and creative constructions and expressions of knowledge, rather than focusing on predetermined problem and answer sets, e.g., to assess their understanding, students are given problems or applications that have divergent possible answers.

NOTES:

A Learner-Centered Self-Assessment for Teachers

By now, you may be wondering how learner-centered your own beliefs and practices are. To assist you in your thinking, we have created a Learner-Centered Self-Assessment for Teachers. This short self-assessment is based on the ***Learner-Centered Psychological Principles***. Its format allows you to reflect on your own values and practices so that you might compare them to those indicators that are examples of teaching practices and activities consistent with the ***Principles***. As you think about your responses to these items, you may have insights that affirm your work as well as ideas about things you might like to change or begin to try out in the classroom.

LEARNER-CENTERED INDICATORS

Below are a list of indicators of learner-centered classrooms. Assess your current values and practices relative to the learner-centered indicators by circling the appropriate number in each column for each indicator.

Please rate according to this continuum:

Weak <————> Strong
1 2 3 4 5

Your Value	Learner-Centered Indicators	Actual Practice
1 2 3 4 5	1. Give students enough time to complete their work.	1 2 3 4 5
1 2 3 4 5	2. Allow students to revise drafts.	1 2 3 4 5
1 2 3 4 5	3. Allow students to demonstrate knowledge in non-traditional ways (e.g., pictorially, gesturally, musically).	1 2 3 4 5
1 2 3 4 5	4. Create a climate in which students actively participate in discussions without being called upon.	1 2 3 4 5
1 2 3 4 5	5. Structure learning activities that allow students to work in mixed ability groups.	1 2 3 4 5
1 2 3 4 5	6. Provide opportunities for students to choose whether to work in groups or alone.	1 2 3 4 5
1 2 3 4 5	7. Use activities that help students create their own learning plans and goals.	1 2 3 4 5
1 2 3 4 5	8. Provide curriculum that relates to and builds on students' real-world experiences.	1 2 3 4 5
1 2 3 4 5	9. Use activities that encourage interdisciplinary comparisons and connections.	1 2 3 4 5

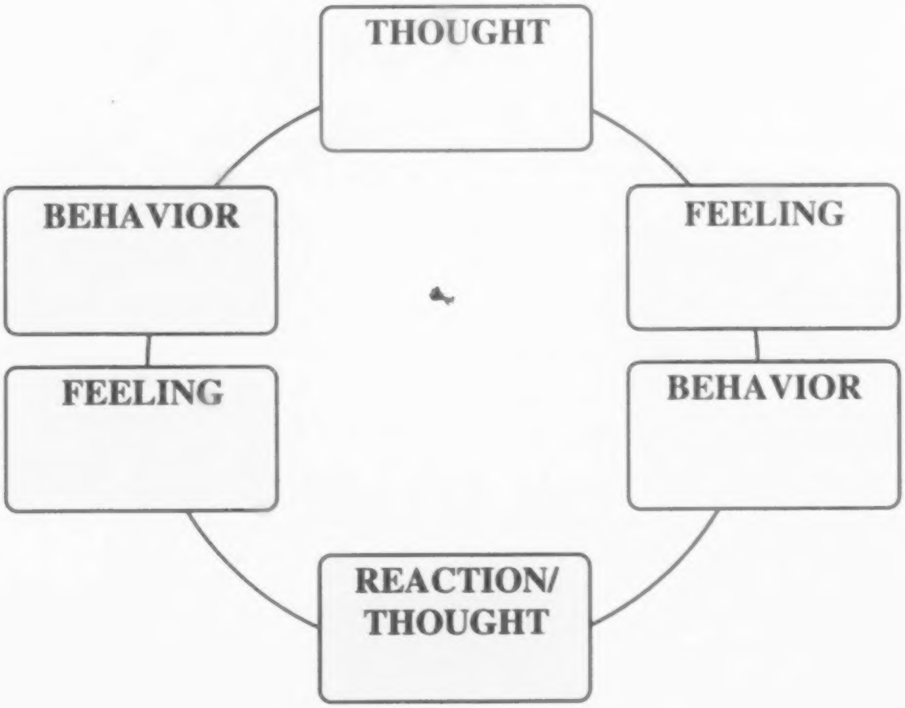
Your Value	Learner-Centered Indicators	Actual Practice
1 2 3 4 5	10. Provide emotional support and encouragement to students who are insecure about performing well.	1 2 3 4 5
1 2 3 4 5	11. Provide opportunities for students to learn how to consider others' perspectives.	1 2 3 4 5
1 2 3 4 5	12. Demonstrate to each student appreciation for him/her as an individual.	1 2 3 4 5
1 2 3 4 5	13. Grade students on the basis of individual performance, not according to how well they are doing compared to the rest of the class.	1 2 3 4 5
1 2 3 4 5	14. Encourage students to consider culturally diverse viewpoints as they discuss and interpret information in class.	1 2 3 4 5
1 2 3 4 5	15. Involve students in the planning and implementation of rules in this class.	1 2 3 4 5
1 2 3 4 5	16. Help students feel like they belong in this class.	1 2 3 4 5

SCORING INSTRUCTIONS:

Now that you've had a chance to assess your current values and practices, one thing to reflect upon is the consistency between your values and actual practices. If most of your actions match your beliefs, this would produce a sense of congruity between what you value and do. For those instances in which your practices are inconsistent with your values, you may wish to find ways to make your teaching more reflective of that in which you believe. A good way to begin is, upon reflection and/or dialogue with your colleagues, to make a specific change toward the direction of your values. For example, if you highly value student choice, but find you are not offering students much in the way of significant learning choices, ask yourself: "How could I increase students' choices about what or how they are learning at present?" Then make a decision and follow through on it, evaluating its effects as you go along.

The Thought Cycle in Relationships

Description of Situation:


THOUGHT
FEELING
BEHAVIOR
REACTION/ THOUGHT
FEELING
BEHAVIOR

NOTES:

Case study —
Moments of Truth: Teaching Pygmalion

"So, Ms. __________, how does it feel to be a minority?!"

These were the first words of the first student to speak to me in my first high school English class, remedial "contemporary" literature (for juniors). I stood in front of my new students, blue eyes staring blankly, realizing the accuracy of the question posed, and feeling at a loss for words (not a good sign for a "teacher of English"). I replied as honestly as I could, "I hadn't noticed. People are people to me, and I look at them for who they are, not what color they are."

The student, who loomed (he was 6"3") two feet from my desk (which I was leaning against for moral support), smiled and then quietly took his seat. The other students seemed to relax a bit, and I could feel some color returning to my pale face. And so, I passed my first test in urban education and learned an important lesson interacting with my students: honesty, directness, and open sharing.

Being caught completely off-guard enabled me to get through that first "encounter." I didn't have a chance to think or react. I simply responded from my guts. But I later thought many times about that experience. I had grown up in a rural farming community, where my interactions with minorities had been limited to migrant farm workers who rotated in and out with the growing seasons. For the most part, I had scant experience with other cultures. I had been raised to be open-minded and accepting of other people. But it wasn't until I began teaching — first in a copper mining town where the predominant population was Hispanic, and now in the black community where my school is — that I discovered my true beliefs.

My school has the highest percentage of fights and personal assaults in the state. The students at this inner-city high school have characteristics common to other students in similar urban settings. Economically, they are at the poverty level; many are teenage parents; over 85 percent are nonwhite; the

From *Case 2: Moments of Truth: Teaching Pygmalion*. In Shulman J., & Mesa-Bains, A. (Eds.) (1993). Diversity in the classroom: A casebook for teachers and teacher educators (pp. 13-17). Hillsdale, NJ: Research for Better Schools and Lawrence Erlbaum Associates, Inc.

dropout rate hovers somewhere around 18 percent; and absenteeism historically soars as high as 30+ percent. As far as I have been able to determine, the backgrounds of these students point to problems in their home environments, where parental supervision and support is almost nonexistent. Many are floundering and left to persevere as best they can—alone. However, "urban" or not, "deficient" or not, they were kids in *my* classroom and I believed *I* could make a difference.

I still believe that, but I'm also amazed that the trials and tribulations of dealing with urban students never seems to end. Early on, I had to confront my own issues about being a white teacher in a predominantly black school. I experienced my first pang of racism my second year here when I went to hug one of my black students who was sobbing over a personal conflict with a friend. For all my "openness" and "acceptance," I felt myself hesitate. It was only for a second, but that second haunted me for weeks. I asked myself over and over, "Am I a bigot? Am I prejudiced?" The answer came back, "Yes." Once I confronted my doubts and fears, however, I was able to make a change.

Still, six years later, I continue facing challenges related to race and socio-economic status. The outstanding challenge this year has been teaching George Bernard Shaw's *Pygmalion*. The play reflects some of Shaw's efforts at simplifying English usage — principally his omission of apostrophes in contractions such as *Ive* and *dont*. It also focuses on social equality and the relationship between what people seem to be and what they really are. Although these issues are as relevant today as they were in 1912, I was anxious about teaching this play to my students, whose social status is not always equal and whose perceptions of appearances are often jaded. I struggled with questions of how to present the material so that it would make sense to them and at the same time not be offensive.

In general, I feel most anxious when I have to teach literature units imposed by the district curriculum guide. Prior to the actual teaching of *Pygmalion*, I felt it was clearly an inappropriate selection because my students are both too removed from the themes of the story and too closely related to some of the characters. My dilemma became, "How do I bridge these opposing conflicts?" As the time to teach *Pygmalion* drew near, I noticed my palms sweating more often. It was harder to get out of bed in the morning. I knew that the key ideas, particularly the one about social equality, were sure to create a stir. In addition to my concerns about content, I worried about my students' language skills. Inevitably, literature units are difficult for my students to wade through, and the language manipulations in *Pygmalion* pose a particularly formidable task. How would I get them to understand Shaw's usage when they didn't comfortably grasp everyday usage?

I decided that if I had to follow the curriculum guide, I might as well use the strategies it provided for teaching the unit. Using the guide's key ideas as a base, I broke the play down into sections and matched them to pieces of the film, *My Fair Lady*. Once I had identified my primary objectives, I felt better. I decided to have the students focus on three key ideas: social equality, appearances, and personal identity. By emphasizing how the characters were defined through the manipulation of Shaw's language, I hoped I could keep the context impersonal.

To alleviate the boredom and resentment that inevitably coincides with inappropriate materials, my game plan was to have my students read the play aloud, answer discussion questions, develop and respond to their own essay questions, watch the film, *My Fair Lady*, as it paralleled each act (or section), and discuss the transformation of a play into a film. As the reading progressed, I would periodically interrupt to ask, "What is happening right now? Where are these characters? How do you know? What evidence supports your perceptions?" As pieces of the film were shown, paralleling the text, I would ask, "How is this section different and/or the same as the text? What qualities does the film add to the text? How? What does music do for the text? For the audience? How is the audience affected by reading the text? By watching the film?" Finally, I would have students write answers (and then share their responses with the rest of the class) to another group of questions. Is proper speech still as important as it seems to Liza in *Pygmalion*? Why do you think people often base their impressions of others on the way they speak? What are the major conflicts in *Pygmalion*? How are these various conflicts resolved? Describe the various changes that occur in Liza over the course of the play. Describe the social setting of the play, particularly the contrast between the upper and lower classes. According to *Pygmalion*, what is the relationship between language and class? Between the way a person speaks and his or her identity? Why would aspects of appearance such as clothes, manners, and speech have such a profound effect on someone's life? What does *Pygmalion* suggest about the relationship between appearance and reality? What is the total effect of the play?

A week before I was to begin the unit, everything looked good. I felt ready and had things in place, but still I found myself restless at night and listless in the morning. In my eight years of teaching at an inner-city high school I have learned one absolute: no matter how thorough and organized you are, something unexpected will happen.

The first act — especially the part of Liza, the flower girl — was difficult and frustrating for my students. An excerpt of Liza's speech (with standard English comparisons) that gave my students particular trouble was, "Ow (Oh), eez (he's) y -ooa san (your son), is e (he)? Wal (Well), fewd (if you'd) dan y' de -ooty (done your duty) bawmz (by his as) a mather (mother) should, eed no (he'd know) beteern (better than) to spawl (spoil) a pore gel's (poor girl's) flahrzn than (flowers and then) ran awy (run away) athaht pyin (without paying)." After several pages I sensed their "I'm gonna quit this" attitude intensifying. I stopped the reading and conducted my first discussion, focusing on Shaw's usage and character development.

Me: What kind of person is Eliza?

Students: She's a bag lady!

Me: Okay. Do you know people like her in your neighborhood? Have you seen people like her? [Heads nodded.] Would you agree with the description of Eliza as being like these people *you* see everyday, where you live?

Ryan: She's like that fool on the corner next to the Burger King! [laughter]

John: Yeah. Or that old cootie lady who pushes that ratty old wagon around. Man, you see her hair with all them bugs crawlin' 'round it! [groans from other students]

Miguel: Kinda like Martin, that druggie who's always begging for a handout or trying to touch you if you get too close.

Me: All right. Now, which characters are the easiest for you to read?

Students: Freddy and his mother and sister.

Me: Who are you having the most trouble with?

Students: That flower girl!

Me: Why?

Students: Because she's stupid!

Me: Why do you think Shaw writes this way, for this character? What's his purpose?

Teresa: To show she's ignorant.

Me: Can you describe the differences between the way Freddy's mother and Eliza speak?

Chris: Yeah. His mother knows how to talk.

[The discussion continued with me pointing out Shaw's deliberate manipulation of language to further develop and emphasize the characters of the play.]

As we resumed the oral reading, my students seemed more relaxed and less concerned about struggling through Shaw's usage. They'd had an opportunity to vent their frustrations and understood that part of Shaw's purpose was to get their attention. So that they would better understand the content and characters, I showed the first 15 minutes of *My Fair Lady*. This clearly helped them hurdle Shaw's usage. They "got it" and were willing to persevere.

Act II, and everything was going smoothly — or so I thought. Again I asked my students to "think of the people in your neighborhood who resemble Eliza." This time the response came for a student who I knew was involved with a gang, and could be dangerous if provoked. "Ms. ____, why do you keep talking about *my* neighborhood? Why don't you talk about *yours*?" Inadvertently, I realized, my remarks had been derogatory. Now the gauntlet had been thrown at my feet.

I felt panicked and disappointed in myself. I knew I had to respond quickly and carefully. "Let's stop for a moment and discuss this. Jimmy has asked an important question." I got up from the student desk I'd been sitting in and addressed the class from the front of the room. "I feel as though I need to tell you why I do some of the things I do. Whenever I ask you to think of where you live and people you know and things you've done in your life, my intent is not to imply anything negative about you or your lives or your neighborhood, but simply to have you use what you already know to learn something new." "Oh, okay," replied Jimmy. "Why don't you say 'downtown,' Ms. ____?" offered Mark, also a gang member.

Something quite wonderful was happening: my students were openly expressing their concerns, listening to reason, and coming up with win-win solutions. They were keeping my purposes and instructional strategies intact as well as their own integrity and self-esteem. "That's a perfect alternative, Mark. You've all been downtown many times and are familiar with the variety of street people there. With many prominent business and professional people downtown, you also see the extreme differences in 'social positions' in our city — like those represented in *Pygmalion*."

I had just wanted to smooth things over so we could get on with the lesson, but the outcome far exceeded my hopes. It seemed important to let the students know that they had helped me learn something. "I don't know how many of you realize what's happened here in the last few minutes, but it's very exciting." I said. "Thank you, Jimmy, for asking your question — it was appropriate and honest. You see, if you don't ask people what they mean when they say something, then you have to assume you know and that can create problems. Because you asked me to clarify and explain my statements in reference to where you live, we were all able to get involved and come up with a much better alternative. As far as I'm concerned, this is what a true learning process is all about — we all get something out of the experience."

The last think I did was touch Jimmy on the arm as he left and once again thanked him for asking me to clarify my statements. From that day on, Jimmy made far more effort to contribute in a positive way and understand each lesson. He even arranged to take the final exam during his lunch hour because he wouldn't be in class on the day of the test. I can't say his life turned around, but he turned around in my class, and that's all I ask.

What I had learned about my students as people was that they couldn't differentiate between what they were reading, my references to their home lives, and themselves. In an effort to enhance the learning process, I had only succeeded in creating a situation of negative transfer. This had actually inhibited their ability to understand the literature because they were running on total emotionalism. My upper middle class white students never had trouble differentiating between themselves and a character like Eliza because the differences were so obvious. My urban students, however, were too close to Eliza. They related on an emotional level, as though I was talking about them in an unfavorable light. I was adding to their sense of hopelessness instead of helping them learn.

I made few *faux pas* this year, and I know when I teach *Pygmalion* next year I will face some new challenges, but I'll also have some new resources. I will remember to distance my students from personally identifying with the characters of Eliza and her father. There are too many similarities and it creates confusion. My students feel *they* are being put down which makes an already difficult piece of literature almost impossible to comprehend. Probably the most effective change I made this year was incorporating parts of the film as my students read each act. I will continue to organize the teaching of this play in this way. Another especially helpful strategy for teaching this unit was limiting the number of key ideas. Focus is important with a text as rich in themes as *Pygmalion*. I would, however, like to add more current examples of these same issues. I think my students could benefit from associating with social issues that directly affect them and are central themes in the play (i.e., social equality). Perhaps what enables me to teach with such adaptability and relevance is the classroom environment that I develop throughout the year starting with day one. I have always fostered an atmosphere of openness and honest communication with my students (even when that *communication* seemed more *confrontation*), because I recognize my students' need to have a voice and be heard. Besides, I am the adult and have learned to separate my self from my behaviors. They, on the other hand, are still in the throes of learning this very complicated sense of objectivity.

Year after year I've relied on honesty, directness, and open sharing from my guts. I've found that when I am willing to learn, I am a model for my students, and then they are willing to learn. For me, that is education regardless of the setting.

NOTES:

Reflection Questions for Case Study — Moments of Truth: Teaching Pygmalion

After reading the case, record your notes and answers on this worksheet.

1. Fear (affective principles) plays a large part in this scenario. How do you think it influences the teacher as well as the students?

2. Multiple perspectives (individual differences principles) are constant throughout this scenario. Indicate the incidents in which perspectives are in conflict or appear to lead to misunderstanding between the teacher and students. Can you suggest any strategies to encourage a sharing of viewpoints in a mutually respectful way? Be specific.

3. The characteristic "relevance" overlaps a number of the ***Learner-Centered Psychological Principles***. The teacher uses a few avenues to address relevance and stimulate student interest. What are they? And, using ideas from the category of personal/social principles, how could the teacher have increased the relevance of this lesson?

4. Using concepts from the cognitive/metacognitive category, how could the teacher have deepened or promoted higher-order thinking among her students?

5. In this scenario, could the teacher be accused of language discrimination (individual differences principles)? If so, what are your suggestions to her?

Action Plan

Please complete the following statement by using the table below to:

1. Determine three to five priorities;
2. Rank order your priorities; and
3. Select the top two or three priorities to translate into operational language for application in your classroom.

In order to apply learner-centered practices in my classroom, I want to:

DO LESS OF	AFFIRM	BEGIN OR DO MORE OF

Reflection-On-Action Sheet

1. What challenges or problems did you face in carrying out learner-centered practices?

2. What solutions or skills helped you?

3. From carrying out learner-centered practices, what did you learn or realize as a teacher? About your teaching? About your students and your relationship to them?

4. What did these practices prompt you to want to learn more about?

Models of Learner-Centered Practice:
I. Narratives and Learner-Centered Characteristics and Strategies at:

MUNDELEIN HIGH SCHOOL

GENERAL NOTE:

Expectations: This school exemplifies the learner-centered characteristic of high expectations. The faculty decided that they had non-uniform expectations for the students and that the students for whom they had low expectations indeed did poorly. The school decided that it needed to raise expectations for all students, and that one way to meet this goal was to dismantle its tracking system.

BUILDING A LEARNING COMMUNITY:

Narrative:

In these scenes, Janell Cleland helps students get to know each other and tries to get to know students as well. She explains to students why they are taking time to get to know each other, so that they understand why they are engaging in these community-building activities. She then asks students to pair up and learn about each other. She goes around the room, helping students ask each other meaningful questions, and helping them to organize and make sense of that information.

Learner-centered characteristics and strategies:

(a) The teacher is creating an environment in which she is getting to know her students, and they are getting to know her and each other.

(b) This is consistent with learner-centered characteristics such as connection, respect, and cooperation and learner-centered strategies such as building relationships and cooperative learning.

(c) The emphasis is on personal/social and affective categories.

LEARNING STRATEGIES:

Narrative:

Here we see a student using the concept mapping strategy to study for a math test. Teaching students learning strategies is important so that students can make sense of new information. To introduce the strategy of concept mapping, the teacher has students learn how to organize information. She asks students to create categories about their partners and fill in examples of that category. She walks around the room and helps students learn how to ask questions and organize material.

Learner-centered characteristics and strategies:

(a) The students are learning strategies — in this case, concept mapping — in a familiar context of getting to know each other. After students learn strategies in a meaningful context, they can generalize the strategies to other academic areas.

(b) This is consistent with learner-centered characteristics such as relevancy and self-directed learning.

(c) The emphasis is on cognitive/metacognitive and affective categories.

BECOMING ACTIVE PARTICIPANTS
("A New Role for Students" and "A Few Weeks Later"):

Narrative:

This freshman English teacher, Dennis Szymkowiak, introduces his students to active learning, asking them to think about what a poem means. The students struggle with this task, as it is different from what teacher Carol Porter says students expect to do in English class — memorize vocabulary, diagram sentences, and fill in worksheets. Students have blank looks, shift in their seats, and are uncomfortable with having to present original ideas. Knowing students' discomfort, Mr. Szymkowiak patiently works with them — in a large group setting with questions that he generates. Once the students get the hang of more active learning, Mr. Szymkowiak divides them into small groups to work. He generates questions for the students to think about and encourages them to ask each other questions. He also has students read from sources other than textbooks — in this case, newspapers. Other teachers, such as Janell Cleland, ask students to "free-write" their ideas and write as much or as little as they want. Ms. Cleland also encourages the students to write what they feel, making sure to accept their ideas and perspectives. Instead of criticizing, she asks students to clarify their thoughts, which increases students' higher-order thinking skills.

Learner-centered characteristics and strategies:

(a) In these scenes, students are struggling with what it means to become more active and responsible for their learning. As one teacher says, this is difficult for the students because they have never been asked to take such responsibility. Teachers should expect that this process is slow and does not happen overnight; students need to be coached and need patient teachers.

(b) This is consistent with learner-centered characteristics such as responsibility, choice, challenge, and control and with learner-centered strategies such as active learning and higher-order thinking.

(c) The emphasis is on cognitive/metacognitive and affective categories.

TEACHERS AS CO-LEARNERS
("A New Role for Teachers"):

Narrative:

Carol Porter demonstrates that she values the intelligence and knowledge of her students by listening to them, asking them to generate responses, reading prose along with her students for the first time, asking students to help her understand vocabulary words with which she is unfamiliar, and participating in group projects with her students. Ms. Porter sits with her students in a circle, at a student desk — an action that symbolizes that she is learning along with her students. Notable is the active learning on the part of the students.

Learner-centered characteristics and strategies:

(a) Teachers at Mundelein High School who are learner-centered believe themselves to be co-learners with students and do not feel pressure to have to be the "expert." They can — and do — learn from their students.

(b) This is consistent with learner-centered characteristics of challenge, connection, and cooperation and with learner-centered strategies such as building relationships with students, affirming their knowledge, and sharing the ownership of knowledge.

(c) The emphasis is on cognitive/metacognitive and personal/social categories.

SELF-ASSESSMENT:

Narrative:

Mundelein teachers involve students in the assessment process by having students assess their own progress. Students do not know how to do this themselves; thus, Ms. Porter gives the students pointers about what to look for. First, she develops a sheet for students to use as a guide to self-assessment. Then she teaches them how to use the guide by asking them to assess their own work. She tells one student to look for opinions and questions in written conversation, and points out to a student that he had previously asked literal questions but now asks more in-depth questions.

Learner-centered characteristics and strategies:

(a) Students self-assess their skills to monitor their progress toward established learning goals set by the teacher and student. Knowing what is required of them and being encouraged to assess themselves helps students feel in control of what they learn.

(b) This is consistent with learner-centered characteristics such as control, challenge, responsibility, high expectations, self-directed learning, and personal mastery, and with learner-centered strategies such as self-assessment.

(c) The emphasis is on the cognitive/metacognitive category.

Models of Learner-Centered Practice: II. Narratives and Learner-Centered Characteristics and Strategies at:

NEDERLAND HIGH SCHOOL

GENERAL NOTE:

Relevance, choice, challenge, connections: The school, which had been ranked last academically in its district, found that teachers and students alike were bored with what was being taught in the classroom. Both groups saw little connection among curricula, instruction, and the real world. With these concerns in mind, teachers decided to form a class built around real-world issues, teach in cooperative groups, let students choose their own learning goals, and have students take responsibility for their learning as well as teach other students what they had learned.

CHOICE AND RESPONSIBILITY:

Narrative:

The SPECS (Scientific, Political, Economic, and Cultural Studies) teachers give students a list of projects to choose from and ask students to prepare a 45-minute presentation on the subject. Students take responsibility for becoming expert in their chosen area; the teachers facilitate learning. Examples are shown in the video. For example, Bob McDonald asks students how they are planning to present a lesson on Aztecs. He works with small groups of students to reinforce problem-solving skills, helping them think about how to present in a way that involves their classmates. Nederland teachers often question things that students say to help them think more deeply.

Learner-centered characteristics and strategies:

(a) Students choose from a list of projects, or create their own, and work on them independently or in groups. Students then report what they have learned to other students in the class.

(b) This is consistent with learner-centered characteristics such as choice, responsibility, control, relevancy, challenge, and self-directed learning, and with learner-centered strategies including cooperative learning, peer teaching, and self-assessment.

(c) This segment emphasizes all major categories.

STUDENTS AS TEACHERS:

Narrative:

Teachers facilitate students' active learning, asking questions to help students come up with their own answers. Students are bouncing ideas off their teachers about doing an oral presentation — they don't want to lecture but want their classmates to learn through hands-on activities. The teacher helps students reflect on their ideas by asking them if this active learning makes sense. Teacher Eric Johnson goes around the room and observes as students demonstrate what they are learning.

Learner-centered characteristics and strategies:

(a) Students in this scene are deciding how best to present material to their peers and engage them in active learning.

(b) This is consistent with learner-centered characteristics such as choice, responsibility, control, relevance, challenge, and self-directed learning, and with learner-centered strategies such as cooperative learning, peer teaching, and self-assessment.

(c) The emphasis is on cognitive/metacognitive and personal/social categories.

PUSHING THE LIMITS:

Narrative:

As part of active learning, students demonstrate what they are learning through computer, video, and other technologies by, for example, drawing molecules of ozone disappearing. It is important that SPECS teachers take the stance of being learners — learning from students as students demonstrate knowledge. Teachers are using technology to ensure that students have choice, responsibility, and challenge.

Learner-centered characteristics and strategies:

(a) Students are creating animated computer sequences to illustrate and demonstrate what they are learning.

(b) This is consistent with learner-centered characteristics of choice, responsibility, challenge, and self-directed learning, and with learner-centered strategies such as peer teaching and tutoring.

(c) The emphasis is on cognitive/metacognitive and affective categories.

PROBLEM-SOLVING:

Narrative:

Here students are trying to figure out how they can get the information they need from books in the time they have to prepare an oral presentation. The teacher doesn't give students answers, but asks them questions to help them determine how to get the information (such as by asking them what information is important). In other scenes, Bob McDonald helps students figure out how they can solve the problem of limited computer availability by asking them to clarify their problem and predict whether it will get better or worse. This puts the responsibility of learning on the students.

Learner-centered characteristics and strategies:

(a) Although individual, assigned, thinking skill tasks are useful, students who are engaged in creating a presentation that communicates what they know and have learned and are working with other students in the process — are involved in general problem solving.

(b) This is consistent with learner-centered characteristics such as cooperation and learner-centered strategies such as building relationships.

(c) The emphasis is on cognitive/metacognitive, personal/social, and affective categories.

PERSONAL CONNECTIONS:

Narrative:

Bob McDonald asks a student what is wrong, and she responds that her group is excluding her. He lets her talk, patiently listens to her, and shows genuine concern about her problem. He then asks her what he can do to help, trying to connect with her and help her figure out her own problems.

Learner-centered characteristics and strategies:

(a) The teacher knows that personal problems and concerns of students can easily get in the way of learning. He knows that a few minutes of time spent on nonacademic work — showing the student he cares about her — may result in the student eventually being able to concentrate.

(b) This is consistent with learner-centered characteristics such as connection and respect and with learner-centered strategies such as building relationships, listening, being patient, and understanding what is wrong from the learner's perspective.

(c) The emphasis is on affective, personal/social, developmental, and individual differences categories.

MENTORING:

Narrative:

At Nederland, all adults — support staff and teachers — take time to meet with students, one-on-one or in small groups. These adults get to know each student and talk to each about academic and non-academic concerns. These mentors listen to students and share themselves with students.

Learner-centered characteristics and strategies:

(a) The school understands the importance of connecting with each and every student and getting to know them. The staff believes that students who feel cared about will do well in school. They want students to have an adult available for support. Staff members also understand the importance of including all adults in this effort.

(b) This is consistent with learner-centered characteristics such as connection and respect, and learner-centered strategies such as building relationships and seeing multiple perspectives.

(c) The emphasis is on all categories.

Models of Learner-Centered Practice: III. Narratives and Learner-Centered Characteristics and Strategies at:

WESTBURY HIGH SCHOOL

PERSONAL CONNECTIONS:

Narrative:

In the beginning scenes, one can see many teachers talking with students, listening to them, smiling at them — making connections with them. In one case, the teacher is listening to one student. To amplify her connection to the student, the teacher is sitting on the floor with her. Teachers make it their business to talk to students about what is going on outside of class and provide a support network.

Leaner-centered characteristics and strategies:

(a) Here we see teachers making a purposeful effort to connect with students and student testimonials of the importance of such connections. Students' and teachers' beliefs reflect research findings — that teacher-student connections are important.

(b) This is consistent with learner-centered characteristics such as connection, respect, and cooperation, and learner-centered strategies such as listening and understanding another's perspective.

(c) The emphasis is on affective, personal/social, and individual differences categories.

RESPECT:

Narrative:

In the opening scene, the teacher, Carrie Toffoletto, is discussing with a student what is making her behave disrespectfully. There are several exemplary aspects of this interaction. Ms. Toffoletto is not reprimanding the student; she makes it clear that she is disappointed and hears the student's side. Rather than embarrassing the student in front of the class, Ms. Toffoletto takes the student outside for a conference.

Learner-centered characteristics and strategies:

(a) Teachers understand that respect is necessary for students to do their best in school. Rather than embarrassing a student in front of the class, the teacher calls the student away and tries to understand what is causing the student to be disruptive.

(b) This is consistent with learner-centered characteristics such as connection and learner-centered strategies such as safety and inclusion.

(c) The emphasis is on affective, personal/social, and individual differences categories.

PUTTING STUDENTS FIRST (ONE AT A TIME):

Narrative:
Teachers at Westbury put students first. They let students interrupt them, if necessary, in a teacher meeting, or even during the taping of this program. In these scenes, one student brings in another to get help from the principal, Ms. Shirley Johnson. Ms. Johnson takes the time to listen to students and speaks frankly and respectfully to them. For example, she tells one of the students that if she goes out of her way for him, she expects him to live up to his end of the bargain. She demonstrates a natural caring and connection to the students as she places her hand on the shoulder of one of them.

Learner-centered characteristics and strategies:

(a) The principal of Westbury knows that the only way to reduce dropout rates, gang violence, and low achievement is to connect with each and every student so that all students believe that significant adults care about them.

(b) This is consistent with learner-centered characteristics such as connectedness and learner-centered strategies such as building relationships.

(c) The emphasis is on the personal/social category.

CREATING TEAMS AND SHARING IDEAS:

Narrative:

Westbury faculty know the importance of connecting with each student and creating a warm, supportive community for students. They believe that a school of 2,500 students is too large to foster such community, and divide the school into smaller teams to help build community. When students are part of a community, they believe that they will be accepted and their ideas valued. For these reasons, teachers keep the same team of students for a number of years. Each day, teachers discuss and plan programs together to create a consistent environment. They share perspectives about each student and compare notes about what an individual student might be experiencing. They also share perspectives on instruction.

Learner-centered characteristics and strategies:

(a) Working in teams means that a group of teachers will interact with the same students. The teachers compare notes so as to better understand students — what may have caused one student to be in a bad mood before class or why another might be trying to get attention, for example. Teachers also get advice from their colleagues and engage in more comprehensive planning.

(b) This is consistent with the learner-centered characteristic of connection, and learner-centered strategies such as understanding another's perspective.

(c) The emphasis is on cognitive/metacognitive, personal/social, and individual differences categories.

ACADEMIC CONNECTIONS:

Narrative:

In the opening scene of this section, students discuss the book "Jurassic Park," about which they are excited because they have just seen the movie. But the timeliness of the book is not the only thing that excites students. The teacher, Theresa Diaz, makes a conscious effort to provide a meaningful context. She does this by bringing together related disciplines. Students prepare for a mock trial and learn about the legal system, how to prepare evidence, how to present arguments, and how to solve problems and apply what they have learned. Teachers in other disciplines also strive for meaningful contexts and relate material to things students learn in other classes. Thus the math teacher has students learn about inductive and deductive reasoning, which in turn helps students understand the legal system. Students collaborate for oral presentations on topics that are related to all subject areas.

Learner-centered characteristics and strategies:

(a) A team approach helps foster a learner-centered strategy: integrating curriculum. What students learn in one discipline reinforces what they learn in another, and each connects with what students need to know or be able to do in the "real world."

(b) This is consistent with learner-centered characteristics such as relevancy, challenge, and connection and with learner-centered strategies such as integrating curriculum.

(c) The emphasis is on cognitive/metacognitive, affective, and personal/social categories.

HIGH EXPECTATIONS:

Narrative:

Teachers at Westbury demonstrate high expectations to students by respecting, listening to, and including all of them. A good example of high expectations is shown when a good-natured student tells Ms. Toffoletto that she, the student, does not need her, the teacher. Ms. Toffoletto is creating an environment in which students do not have to completely depend on her and can take responsibility for their own learning.

Learner-centered characteristics and strategies:

(a) Teachers value a range of learning styles and personalities and recognize that each student brings to class a unique set of strengths and capabilities.

(b) This is consistent with learner-centered characteristics such as respect, challenge, and self-directed learning.

(c) The emphasis is on cognitive/metacognitive, affective, and individual differences categories.

Reflection Form

1. What is an idea or practice in this video that could extend or deepen my teaching to:
   A. Reach **all** students?

   B. Reach some students?

2. What is an attitude or action (e.g., communication skill, empathy, acceptance, validation) that could enhance my relationship with:
   A. All Students?

   B. Some students?

   C. Colleagues?

Goal Setting Form

1. Write your goal or objective as specifically as possible.

2. How, specifically, will you be able to gauge progress toward this goal?

3. Why is this goal important to you?

4. How will you help yourself remain aware of the goal — to avoid forgetting or procrastinating?

5. What resources or help will you need to reach this goal?

6. What barriers or challenges must you overcome to achieve this goal?

7. What is your target date for accomplishment or completion of the goal?

Goals/Outcomes

- Deepen understanding of what it means to be a "learner-centered" educator and to maintain a learner-centered perspective.
- Gain insight into the processes administrators and teachers go through to transform their schools into learner-centered environments.
- Understand change does follow a set of principles that can be learned and applied.
- Participate in the modeling and demonstration of learner-centered practices, the process of change toward these practices, and the strategies needed to support changes in self and others.
- Develop personalized action plans for implementing the learner-centered model at classroom and school levels.

Why the Need for Learner-Centered Psychological Principles as a Foundation for Educational Reform?

- Much of current practice is based on mechanistic and reductionistic world views that do not fit with contemporary views of teaching and learning.
- Instructional practice should emerge from an understanding of how individuals perceive and construct their world — on their terms — and how developmental, social, and cultural processes shape this knowledge construction.
- Learner-centered approaches take the learner's perspective into account, while learning-centered approaches often redesign "for the learner" from the instructional designer's or teacher's perspective.

WHAT'S MISSING?

- A learner-centered paradigm that focuses not only on learning, but also on the learner.
- A holistic conception of the learner that goes beyond intellectual and academic concerns of schooling, to include social, motivational, and emotional concerns.
- A systemic consideration of how basic principles of psychological functioning impact all individuals in an educational system — learners, teachers, administrators, parents, and community members.

The "Learner-Centered Psychological Principles" Document

- Lays out a set of assumptions that provides a framework for a new educational paradigm that defines practice at all levels of the system.
- Takes into account psychological factors primarily internal to the learner, while recognizing external environmental, social, and contextual factors.
- Defines 12 fundamental principles that, taken together, define a holistic conception of the learner, with a consideration of cognitive and metacognitive, affective, developmental, personal/social, and individual difference factors.
- Reflects an integration of conventional and scientific wisdom from psychology, education, and related fields.

The Learner-Centered Psychological Principles

COGNITIVE AND METACOGNITIVE FACTORS

Principle 1: The nature of the learning process. Learning is a natural process of pursuing personally meaningful goals, and it is active, volitional, and internally mediated; it is a process of discovering and constructing meaning from information and experience, filtered through the learner's unique perceptions, thoughts, and feelings.

Principle 2: Goals of the learning process. The learner seeks to create meaningful, coherent representations of knowledge regardless of the quantity and quality of data available.

Principle 3: The construction of knowledge. The learner links new information with existing and future-oriented knowledge in uniquely meaningful ways.

Principle 4: Higher-order thinking. Higher-order strategies for "thinking about thinking" — for overseeing and monitoring mental operations — facilitate creative and critical thinking and the development of expertise.

AFFECTIVE FACTORS

Principle 5: Motivational influences on learning. The depth and breadth of information processed, and what and how much is learned and remembered, are influenced by: (a) self-awareness and beliefs about personal control, competence, and ability; (b) clarity and saliency of personal values, interests, and goals; (c) personal expectations for success or failure; (d) affect, emotion, and general states of mind; and (e) the resulting motivation to learn.

Principle 6: Intrinsic motivation to learn. Individuals are naturally curious and enjoy learning, but intense negative cognitions and emotions (e.g., feeling insecure, worrying about failure, being self-conscious or shy, and fearing corporal punishment, ridicule, or stigmatizing labels) thwart this enthusiasm.

Principle 7: Characteristics of motivation-enhancing learning tasks. Curiosity, creativity, and higher-order thinking are stimulated by relevant, authentic learning tasks of optimal difficulty and novelty for each student.

DEVELOPMENTAL FACTORS

Principle 8: Developmental constraints and opportunities. Individuals progress through stages of physical, intellectual, emotional, and social development that are a function of unique genetic and environmental factors.

PERSONAL AND SOCIAL FACTORS

Principle 9: Social and cultural diversity. Learning is facilitated by social interactions and communication with others in flexible, diverse (in age, culture, family background, etc.), and adaptive instructional settings.

Principle 10: Social acceptance, self-esteem, and learning. Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals.

INDIVIDUAL DIFFERENCES

Principle 11: Individual differences in learning. Although basic principles of learning, motivation, and effective instruction apply to all learners (regardless of ethnicity, race, gender, physical ability, religion, or socioeconomic status), learners have different capabilities and preferences for learning mode and strategies. These differences are a function of environment (what is learned and communicated in different cultures or other social groups) and heredity (what occurs naturally as a function of genes).

Principle 12: Cognitive filters. Personal beliefs, thoughts, and understandings results from prior learning and interpretations become the individual's basis for constructing reality and interpreting life experiences.

BLM-48

Learner

Learning

Integration of Factors Impacting Learners and Learning

- Cognitive and Metacognitive
- Affective
- Developmental
- Personal and Social
- Individual Differences

Figure 1: Learner-Centered Model: A Holistic Perspective

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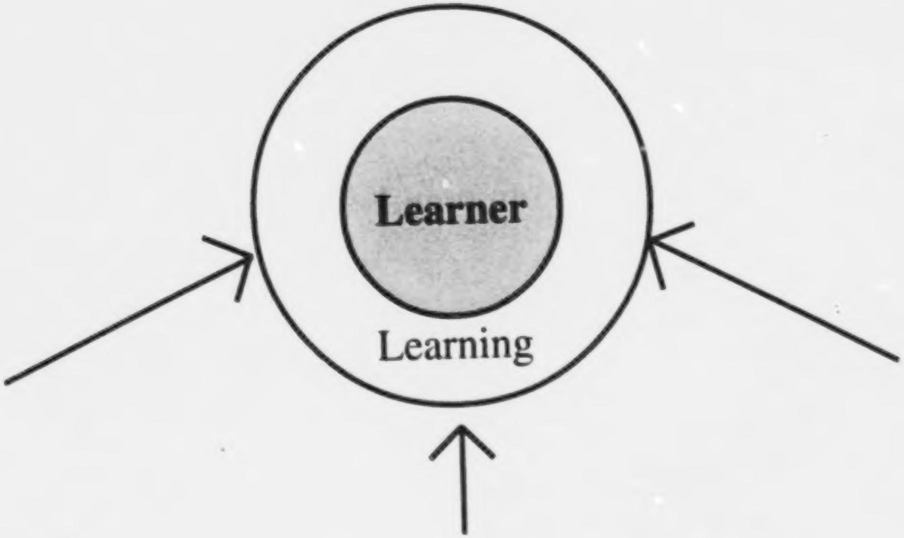
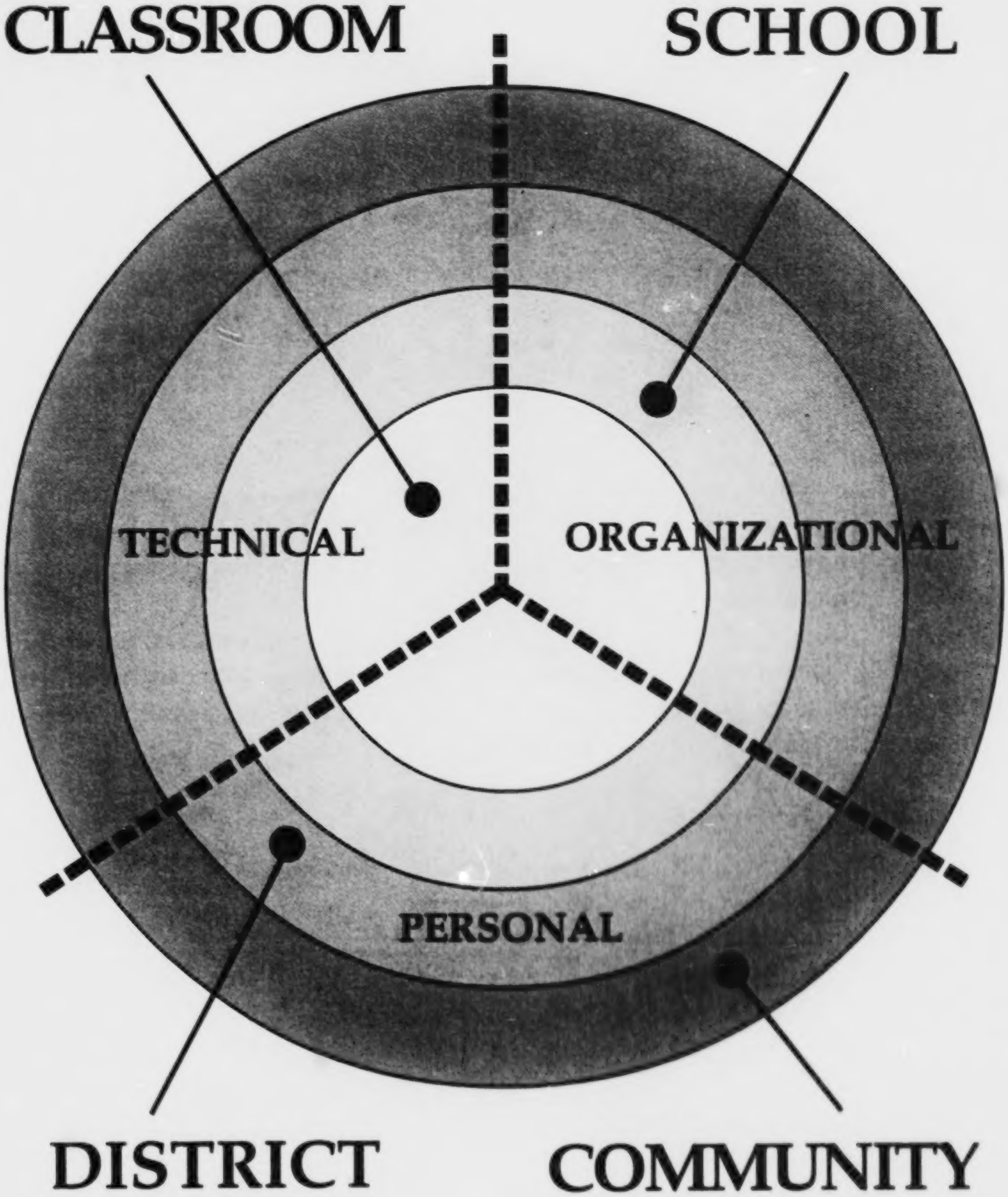

Learner
Learning

Systemic Change Model


CLASSROOM
SCHOOL
TECHNICAL
ORGANIZATIONAL
PERSONAL
DISTRICT
COMMUNITY

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PERSONAL DOMAIN

WHAT IT MEANS

The domain of educational systems design that is concerned with supporting the personal, motivational/learning, and interpersonal needs of those who serve and/or are served by the system (e.g., teachers, administrators, students, parents).

RATIONALE

To provide a personal and interpersonal foundation for the perceptions of trust, respect, ownership, connections, and relevance of system components for learning and motivation to learn as well as successful and sustainable change.

EXAMPLES OF AREAS OF FOCUS

Personal Domain areas include: having meaningful connections to others; feeling empowered and/or provided with opportunities for personal choice and control; feeling validated and acknowledged as competent and of worth; being supported in a school or classroom climate of trust and respect; perceiving tasks and/or learning content to be meaningful and personally relevant; understanding personal roles and responsibilities; being committed to continuous change and lifelong learning; feeling that personal "voice" is heard and respected; understanding personal beliefs and attitudes about learning, learners, and teaching; communicating effectively with others; fostering positive interpersonal relationships

EXAMPLES OF STRATEGIES

- Networking, Mentoring, Coaching, and Other Support Systems
- Self-Awareness and Self-Reflection Assessments
- Motivational Skills Training
- Leadership and Professional Development Training
- Collaborative Dialogue and Communications Training
- Cultural Sensitivity Awareness and Dialogue about Effective Practices

ORGANIZATIONAL DOMAIN

WHAT IT MEANS

The domain of educational systems design that is concerned with providing the organizational and management structures and policies that support the personal and technical domains, and ultimately, learning and achievement for all students.

RATIONALE

To build the overaching organizational and management supports that promote system vision, accountability, client confidence, learning community, and feasibility of promoting ongoing system change.

EXAMPLES OF AREAS OF FOCUS

Organizational Domain areas include: supporting collaborative inquiry and participatory decision making; insuring effective communications and information flow; fostering leadership among all system constituencies; providing flexible policies and procedures to allow creativity of practices within the practical constraints of system resources such as time, equipment, money; providing visionary leadership and shared responsibility for change; insuring public confidence with accountability strategies that inform and involve constituencies; supporting choice and responsibility at all levels of the system; enhancing collaboration and teaming strategies

EXAMPLES OF STRATEGIES

- Leadership Skills Training
- Creating Learning Communities
- Accountability Standards and Systems Training
- Equitable Policy Strategies
- Creating Productive Teams
- Whole Systems/Systemic Planning
- Real-time Continuous Performance Monitoring and Feedback Systems

TECHNICAL DOMAIN

WHAT IT MEANS

The domain of educational systems design that is concerned with specifying the content strategies, instructional approaches, assessment strategies, and curriculum structures that best promote learning and achievement of all students.

RATIONALE

To build the knowledge and skills needed by those who serve (e.g., teachers, administrators) and/or are served (e.g., students, parents, community members) against valued standards of learning and achievement.

EXAMPLES OF AREAS OF FOCUS

Technical Domain areas include: delineating comprehensive and cohesive sets of standards in core disciplines (e.g., mathematics, science, literacy, history, geography, arts); identifying most effective strategies for enhancing the learning of diverse populations; providing alternative curriculum frameworks for organizing content areas into meaningful learning units; identifying alternative assessment strategies for measuring learning progress and achievement

EXAMPLES OF STRATEGIES

- Frameworks for Organizing Content Standards and Benchmarks
- Integrated Curriculum Frameworks
- Performance Assessment Strategies
- Strategies for Promoting Effective Problem Solving
- Literacy Enhancement Strategies
- Dimensions of Thinking and Learning

STAGES OF CHANGE

- *Phase I - Developing Awareness, Will to Change, and Ownership of Need to Change* - Showing change is possible, inspiring hope
- *Phase II - Observing Models and Building Understanding of Personal Domain Practices* - Seeing models, discussing "what and how"
- *Phase III - Adapting Strategies, Building Skills, and Developing Personal Responsibility for Continuous Learning and Change* - Tailoring strategies, coaching, trying out, revising
- *Phase IV - Adopting and Maintaining Attitudes and Practices that Contribute to Continuous Learning and Self Development* - On-going self-assessment, networking, support

PRINCIPLES OF LEARNING AND CHANGE

👤 **Principle 1** Change begins with a new way of thinking — it starts in the hearts and minds of individuals and results in seeing learning and learners differently.

👤 **Principle 2** Those involved in the change process see things differently, making it vital that areas of agreement be found as a foundation to build upon.

🖥 **Principle 3** Successful change comes in response to individual's search for answers to perplexing issues and must be supported by opportunities for inquiry, learning, reflection, and practice.

👥 **Principle 4** Change is facilitated when individuals feel personally empowered by feelings of ownership, respect, personal support, and trust.

👤 **Principle 5** Change begins with hope — believing it is possible.

👥 **Principle 6** Key stakeholders must be involved in the change and know precisely what is to be changed.

👤 **Principle 7** Focusing on learners and learning creates a common vision and direction for change.

🖥 **Principle 8** Honoring the learner's ability to make choices about and control his or her own learning facilitates change.

🖥 **Principle 9** Change occurs when each person sees him or herself as a learner and sees change as basically a learning process.

👥 **Principle 10** Like learning, change occurs best when it is invitational and not mandated.

👥 **Principle 11** Change requires commitment of resources, including time, knowledge, and skill.

🖥 **Principle 12** Like learning, change is a lifelong and continuous process.

👤 **Principle 13** Change requires permission to make mistakes and engage in conflict resolution and negotiation skills.

👥 **Principle 14** Change is facilitated by leaders who share power, facilitate communications, and are inclusive.

🖥 **Principle 15** A critical outcome of the change process is the creation of learning communities that enhance, support, and sustain the motivation for ongoing learning and change.

👤 = Personal Domain

👥 = Organizational Domain

🖥 = Technical Domain

Teacher Beliefs Survey (Short Form)[1]

A Learner-Centered Self-Assessment for Teachers: In the discussion so far, we have talked about how our personal beliefs about learners, learning, and teaching might agree or disagree with the knowledge base as represented in the *Learner-Centered Psychological Principles*. The following self-assessment gives you an opportunity to look at your beliefs and compare them with what would be considered "learner-centered" beliefs in the Scoring Key.

Directions: Please read each of the following statements. Then decide the extent to which you agree or disagree. Mark the letter for that question that best matches your choice. Go with your first judgement and do not spend much time mulling over any one statement. PLEASE ANSWER EVERY QUESTION.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. In order to maximize learning I need to help students feel comfortable in discussing their feelings and beliefs.	A	B	C	D
2. It's impossible to work with students who refuse to learn.	A	B	C	D
3. No matter how badly a teacher feels, he or she has a responsibility to not let students know about those feelings.	A	B	C	D
4. Taking the time to create caring relationships with my students is the most important element for student achievement.	A	B	C	D
5. I can't help feeling upset and inadequate when dealing with difficult students.	A	B	C	D
6. If I don't prompt and provide direction for student questions, they won't get the right answer.	A	B	C	D
7. I can help students who are uninterested in learning get in touch with their natural motivation to learn.	A	B	C	D

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[1] This survey and scoring key were adapted from the Learner-Centered Battery, Teacher Survey of Beliefs and Practices, produced by McREL (McCombs, Peralez, and Bishop, 1995). This short form contains 15 out of 35 items from the beliefs subscale of the total 126-item Teacher Survey copyrighted by McREL. This short form may not be used for purposes other than this training without prior permission.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
8. No matter what I do or how hard I try, there are some students that are unreachable.	A	B	C	D
9. Knowledge of the subject area is the most important part of being an effective teacher.	A	B	C	D
10. Students will be more motivated to learn if teachers get to know them at a personal level.	A	B	C	D
11. Innate ability is fairly fixed and some children just can't learn as well as others.	A	B	C	D
12. One of the most important things I can teach students is how to follow rules and to do what is expected of them in the classroom.	A	B	C	D
13. Being willing to share who I am as a person with my students facilitates learning more than being an authority figure.	A	B	C	D
14. Even with feedback, some students just can t figure out their mistakes.	A	B	C	D
15. I am responsible for what students learn and how they learn.	A	B	C	D

TEACHER BELIEFS SURVEY (Short Form): Scoring Key

The Teacher Beliefs Survey (SF)[1] contains 15 items that form three major factors or categories of beliefs. These factors were defined on the basis of the research base contained in the APA/McREL Learner-Centered Psychological Principles (1993) and verified in a large scale validation of the survey with over 660 middle and high school teachers from diverse rural, suburban, and rural school districts and geographic regions in the United States.

The three factors and the items that are contained in each factor are listed below.

Factor 1 - Learner-centered beliefs about learners, learning, and teaching

Items 1, 4, 7, 10, 13

Factor 2 - Non-learner-centered beliefs about learners

Items 2, 5, 8, 11, 14

Factor 3 - Non-learner centered beliefs about learning and teaching

Items 3, 6, 9, 12, 15

Scoring Instructions:
Each item can have a value ranging from 1 to 4. Separately add the values for each item in each factor. For each of the three Factors, there are 5 items. The total score possible on any Factor can range from a low of 5 to a high of 20.

Once you have totaled your score for the items in each factor, divide that total by the number of items in the factor to get a mean score (your score divided by five for each factor). List your mean score for each factor below, next to the name of the factor.

	Your Score	Ideal Score
Learner-centered beliefs about learners, learning, and teaching		3.4-4.0
Non learner-centered beliefs about learners		1.0-2.0
Non learner-centered beliefs about learning and teaching		1.5-2.5

Interpreting Your Score
Once you have listed your mean score for each factor, you can compare this with the ideal mean score shown above. The ideal mean score is a range that is consistent with the mean scores of teachers who have been shown to have students with the highest levels of motivation and achievement as compared with teachers whose scores fall outside that ideal range.

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[1] This survey and scoring key were adapted from the Learner-Centered Battery, Teacher Survey of Beliefs and Practices, produced by McREL (McCombs, Peralez, and Bishop, 1995). This short form contains 15 out of 35 items from the beliefs subscale of the total 126-item Teacher Survey copyrighted by McREL. This short form may not be used for purposes other than this training without prior permission.

Characteristics of Learner-Centered Classrooms

IN LEARNER-CENTERED CLASSROOMS, THE STUDENTS…

☐ ☐ ☐ choose their own projects
☐ ☐ ☐ work at their own individual pace
☐ ☐ ☐ show excitement about learning new things
☐ ☐ ☐ work with students of different ages, cultures, and abilities
☐ ☐ ☐ demonstrate their knowledge in unique ways
☐ ☐ ☐ are actively engaged and participating in individual and group learning activities
☐ ☐ ☐ go beyond minimal assignments

IN LEARNER-CENTERED CLASSROOMS, THE TEACHER…

☐ ☐ ☐ makes it clear that he/she has high expectations for all students
☐ ☐ ☐ listens to and respects each student's point of view
☐ ☐ ☐ encourages and facilitates students' participation and shared decision making
☐ ☐ ☐ provides structure without being overly directive
☐ ☐ ☐ encourages students to think for themselves
☐ ☐ ☐ emphasizes student enjoyment of activities
☐ ☐ ☐ helps students refine their strategies for constructing meaning and organizing content

IN LEARNER-CENTERED CLASSROOMS, THE INSTRUCTIONAL STRATEGIES AND METHODS…

☐ ☐ ☐ use time in variable and flexible ways to match student needs
☐ ☐ ☐ include learning activities that are personally relevant to students
☐ ☐ ☐ give students increasing responsibility for the learning process
☐ ☐ ☐ provide questions and tasks that stimulate students' thinking beyond rote memory
☐ ☐ ☐ help students refine their understanding by using critical thinking skills
☐ ☐ ☐ support students in developing and using effective learning strategies
☐ ☐ ☐ include peer learning and peer teaching as part of the instructional method

IN LEARNER-CENTERED CLASSROOMS, FEATURES OF THE CURRICULUM ARE THAT…

☐ ☐ ☐ tasks are designed to stimulate students' varied interests

☐ ☐ ☐ content and activities are organized around themes that are meaningful to students

☐ ☐ ☐ explicit opportunities are built in for all students to engage their higher order thinking and self-regulated learning skills

☐ ☐ ☐ activities help students understand and develop their own perspectives

☐ ☐ ☐ learning activities are global, interdisciplinary, and integrated

☐ ☐ ☐ learning activities are challenging even if students have difficulty

☐ ☐ ☐ activities encourage students to work collaboratively with other students

IN LEARNER-CENTERED CLASSROOMS, THE ASSESSMENT SYSTEM…

☐ ☐ ☐ assesses different students differently

☐ ☐ ☐ includes student input in design and revision

☐ ☐ ☐ monitors progress continuously in order to provide feedback on individual growth and progress

☐ ☐ ☐ provides appropriate opportunities for student choice of types of products for demonstrating achievement of educational standards

☐ ☐ ☐ promotes students' reflection on their growth as a learner through opportunities for self-assessment

☐ ☐ ☐ allows diversity of competencies to be demonstrated in a variety of ways

Action Planning Guide for the Classroom

Area of Change toward Learner-Centered Practice:

Work with students of different ages, cultures, and abilities in cooperative learning.

Personal Change Action Steps:

1. Review materials and notes on cooperative learning from previous workshop.
2. Begin teaching students appropriate feedback skills for cooperative learning.
3. Start first cooperative learning groups for Social Studies Project at the beginning of the next term.

Sustaining the Change Action Steps:

1. Have another teacher coach me during my first cooperative learning efforts.
2. Evaluate learning during the cooperative group sessions.
3. Keep a journal on my reactions to using cooperative groups.

Action Planning Guide for the School

AREA OF CHANGE TOWARD LEARNER-CENTERED PRACTICE:

Example: Create faculty / administrative team to study aspects of learner-centered education that are supportive of our school's mission statement.

PERSONAL CHANGE ACTION STEPS:

1. Place on school meeting agenda and discuss with administration and faculty.
2. Show at meeting selected videos from ***For Our Students, For Ourselves*** and ***Stories of Change***.
3. Discuss at meeting pros and cons for the learner-centered approach.
4. At the very least, create a teacher inquiry group.

SUSTAINING THE CHANGE ACTION STEPS:

1. Find local models of schools who are evolving toward learner-centered education.
2. Arrange schedule of visits to these schools for the teacher inquiry group.
3. Decide on structure to support ongoing learning and research on best practices.
4. Design process for ongoing evaluation of inquiry group's progress.

Action Planning Guide

AREA OF CHANGE TOWARD LEARNER-CENTERED PRACTICE:

PERSONAL CHANGE ACTION STEPS:

SUSTAINING THE CHANGE ACTION STEPS:

VI. Suggested Learner-Centered Resources
for the For Our Students, For Ourselves *Program*

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D. Related McREL Products and Materials

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For Our Students, For Ourselves

Part 1: Learner-Centered Principles in Practice

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Principles of Learning and Change

The Domains:

👤 personal 💻 technical 👥 organizational

1 Change is a new way of thinking—it starts in the hearts and minds of individuals, and results in seeing learning and learners differently. 👤

2 Change is seen differently by different people—to be successful, it must be built upon common areas of agreement. 👤

3 Substantive change seeks answers to perplexing issues and must be supported by opportunities for inquiry, learning, reflection, and practice. 💻

4 Change is facilitated when individuals feel personally empowered by feelings of ownership, respect, personal support, and trust. 👥

5 Change begins with hope—believing it is possible. 👤

6 Key stakeholders must be involved in the change and know precisely what is to be changed. 👥

7 Focusing on learners and learning creates a common vision and direction for change. 👤

8 Honoring the learner's ability to make choices about and control his or her own learning facilitates change. 💻

9 Change occurs when each person sees him or herself as a learner and sees change as basically a learning process. 💻

10 Like learning, change occurs best when it is invitational and not mandated. 👥

11 Change requires commitment of resources, including time, knowledge, and skill. 👥

12 Like learning, change is a lifelong and continuous process. 💻

13 Change requires permission to make mistakes and engage in conflict resolution and negotiation styles. 👤

14 Change is facilitated by leaders who share power, facilitate communication, and are inclusive. 👥

15 A critical outcome of the change process is the creation of learning communities that enhance, support, and sustain the motivation for ongoing learning and change. 💻

This project has been supported in whole or in part with federal funds from the Office of Educational Research and Improvement, U.S. Department of Education. The materials produced for this project do not necessarily reflect the views or policies of the Department, nor does mention of specific organizations imply endorsement by the U.S. Government.

McREL Mid-continent Regional Educational Laboratory
2550 South Parker Road, Suite 500
Aurora, CO 80014
phone: 303-337-0990 • fax: 303-337-3005
e-mail: info@mcrel.org

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For Our Students, For Ourselves

Learner–Centered Principles in Practice

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Program 2

Mundelein High School

English teacher Dennis Szymkowiak acts as a mentor as his Mundelein High School ninth-graders work on projects.

Program Description

In every high school in the United States today, too many students appear not to care about school and learning. When observed from a student perspective, however, one can begin to understand that students do care. What may appear to be lack of motivation is often frustration over lack of relevance and not feeling connected to the school or teachers.

At Mundelein High School, located in a changing suburban neighborhood outside of Chicago, student achievement was below normal and many were "falling through the cracks." Not content with the status quo, a small group of language arts teachers at Mundelein decided to use the *Learner-Centered Psychological Principles* as the foundation for educational change. As a result, they now approach education from the students' perspectives in a learning community where students feel a relationship with each other and with their teachers.

Goals/Outcomes

As a result of the program, viewers will:

1. Understand the difference between a perspective that treats students as appearing not to care about education, and one that understands student frustrations and apathy as created by an educational system not responding to their needs and perspectives.
2. Examine the relationship between underachievement and ability group expectations.
3. Better understand the *Learner-Centered Psychological Principles.*
4. Understand educational practices based on the *Learner-Centered Psychological Principles.*
5. Become aware of the benefits of the *Learner-Centered Psychological Principles* in practice to both students and teachers.

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Program Summary

At one time, Mundelein High School grouped students on the basis of ability. Students were assigned into one of three ability groups: X, Y, or Z. The expectations teachers had for students (and students had for themselves) were predetermined by the grouping. Not surprisingly, students lived up to the expectations — especially lower expectations.

"At first, particularly with the freshmen, it's strange for them not being told what they need to know."

Dennis [illegible]
English Teacher
Mundelein High School

Looking at what wasn't working for students and studying the research on learners and learning, a small group of teachers at Mundelein decided to restructure educational experiences for students. They based their reform efforts on the principles of learner-centered education. Chief among the teachers' goals was to develop a new instructional approach and curriculum that holistically addressed learner needs and capacities. Additionally, they were committed to taking learner perspectives seriously and incorporating the best of what is known about learning.

The first step in the reform process involved developing a new form of learning environment. The "new" Mundelein High School learning community was built upon research showing that the best environment for learning is one in which students and teachers know and trust each other, and one in which teachers accept and act on students' perspectives. For the teachers, this meant that before all else, they had to get to know their students and help students truly know one another.

In an accepting and respectful learning environment, students became receptive to a variety of learning strategies that helped them organize and process information. Concept mapping and other learning strategies were taught to students within familiar contexts. Once learned, students applied concept mapping and other learning strategies to their academic studies. This is not to say that students achieved immediate success. Like most students, those at Mundelein had learned to be passive learners in the classroom. Only gradually, and with the patience that came from understanding the research on learning and learners, were teachers able to help students adjust to the new role of active involvement in and responsibility for their own learning. By combining strategies for building a learning community with strategies for making learning more meaningful and efficient, teachers at Mundelein began to meet students' affective and social needs. The new strategies also helped students to question, think critically, and experience learning as a dynamic and exciting process.

The continual self-assessment of their progress helped students understand that they control their learning. Knowing what skills they needed to demonstrate and how they were progressing in the learning process not only became a source of information for students, it also became a source of motivation.

While the learner-centered approach is stimulating to students, it is equally stimulating to teachers. As facilitators of learning, and as co-learners in a community of learners, teacher roles at Mundelein also changed dramatically. Most would agree the change was for the better.

At Mundelein High School, education is now approached from each student's perspective. No longer classified into special categories and handed a set of expectations, students are more involved in their education because they are at the center of it. With the success of their students, teachers feel a sense of accomplishment and pride in knowing that what they are doing is making a difference. Education at Mundelein has become learner-centered for the students and for the teachers.

"I used to be getting Cs in English and Ds on my papers, and I'd only write like a page and a half. And now, last year, I wrote a ten-page paper and I got an A on it!"

Student
Mundelein High School

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Key Themes and Topics

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- ✓ [illegible]
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Key Terms

Ability Grouping:

An educational structure in which students, based upon identifiable abilities, are assigned to homogeneous teaching and learning situations. Research has shown that students live up to teachers' expectations of what students in an ability group will achieve.

Learner-Centered Psychological Principles:

An organized set of psychological principles pertaining to the learner and learning process. The principles are based on an integration of theory and research from psychology and education, and are published in a report of the American Psychological Association's Task Force on Psychology in Education entitled: Learner-Centered Psychological Principles: Guidelines For School Redesign and Reform.

Learner-Centered Practice:

The combination of educational strategies and approaches that are based on and/or are consistent with the *Learner-Centered Psychological Principles*. Focusing on learner needs and capacities, teachers integrate two types of practices. One set gives students the responsibility for making sense of experience and is guided by the fact that students construct knowledge, meaning, and understanding. The other set of practices emphasizes explicit teaching. In other words, teachers state goals to students, summarize prior learning, clearly present information, and check for understanding.

Learning Community:

An educational environment in which teachers and students know, trust, and care for one another. With this personal connection, the environment establishes the emotional and school tone that best supports learning. Students and teachers become co-learners in the educational process.

Affective Principles:

The rich internal world of beliefs, goals, expectations, and feelings that can enhance or interfere with learners' quality of thinking and processing information.

Metacognitive and Cognitive Principles:

The natural inclination of students to learn and pursue personally relevant learning goals. Cognitive principles state that students make sense of new information based on their prior knowledge and experiences. Metacognitive principles describe the process of learners thinking about their own thinking, which includes self-awareness, self-inquiry or dialogue, self-monitoring, and self-regulation of the processes and contents of thoughts, knowledge, structures, and memories.

Learning Strategies:

Any one of a number of techniques that aid in the organization, remembering, or application of information that needs to be learned.

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"It's not that I [illegible] before, [illegible] I'm better, I'm much better. And more students [illegible] thinking [illegible] impact on [illegible]

[illegible] High School

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  - Westbury High School
- A User/Facilitator Manual

Before Viewing This Program

Consider the following:

1 *"I don't want to be here."*
"I'm not smart enough."
"People don't understand me — I get stereotyped."
"I'm not going to do my best because they don't think I'm good anyway."

These statements were made by several high school students. They are statements commonly heard in high schools throughout the nation today. Have you ever expressed these or similar statements about formal learning and school? If you have, how did your feelings and thoughts influence your attitude about learning and school? If you have not expressed these types of statements, can you identify what in your learning environment helped you avoid such thoughts or feelings?

2 If you were provided an opportunity to contribute ideas for the development of an ideal learning environment, one in which people were afforded the chance to maximize their talents and skills as learners, what four or five educational principles or practices would you absolutely demand be included?

3 What do you think is meant by the phrase "putting students at the center of their learning?"

4 What do you think is the difference between strategies that teach students how to learn and know, and strategies that teach students what to learn and know?

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After Viewing This Program

Consider the following:

1 As a strong advocate for the development of respectful and accepting learning environments in schools, before all else, what arguments would you make to support your beliefs?

2 How would you describe the relationship between learning environments that are accepting and respectful and environments that provide opportunities for students to be actively involved and assuming responsibility for their own learning?

3 How do learner-centered practices help promote questioning and critical thinking as well as help students meet affective and social needs?

4 As a result of seeing this video, what support do you see for what you believe to be essential to quality teaching and learning?

5 What new ideas has the video given you that you believe might be worth acting on in your school or classroom?

Mundelein High School

Ms. Carol Porter
Director of Instruction for Communication Arts
Mundelein High School
1350 West Hawley Street
Mundelein, IL 60060-1519
phone (708) 949-2252, fax (708) 949-0599

About the Project and To Order Materials

Mid-continent Regional Educational Laboratory (McREL)
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
(303) 337-0990

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Program 3

Nederland High School

Program Description

A sophomore student in Nederland's SPECS (Scientific, Political, Economic, and Cultural Studies) class gives a presentation on a topic of her own choosing.

Nederland High School is nestled among the high peaks of the Rocky Mountains west of Denver, Colorado. Several years ago, confronted with low student achievement and low teacher morale at the school, a small group of teachers took it upon themselves to restructure learning experiences to better address student needs. Based on the *Learner-Centered Psychological Principles*, the restructuring effort provided students at Nederland High School with a more relevant curriculum, greater choices in what and how they learn, new academic challenges, and a closer connection to learning and to their teachers.

Goals/Outcomes

As a result of the program, viewers will:

1. See how Nederland High School is using the *Learner-Centered Psychological Principles* to restructure educational experiences to better meet student needs.
2. Be aware of the value of providing students with learning choices.
3. Be aware of the value of providing students with relevant and challenging learning opportunities.
4. Recognize the importance of developing personal connections between students, teachers, and staff.
5. Be aware of the value of providing students with opportunities for responsibility.
6. Recognize how the mentoring process is a means to developing personal connections in the educational environment.
7. See some of the benefits of a learner-centered approach to education for both students and teachers.

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Program Summary

Student boredom is not uncommon in high schools throughout the United States today. Research shows that boredom often occurs when students have difficulty finding relevance in the teaching/learning process. Additionally, student boredom is manifested when choices are limited, academic work lacks challenge, and students do not feel connected to their teachers and course work.

Several years ago, Nederland High School was characterized as "dysfunctional" because of low student achievement and poor teacher morale. Many of the disillusioned teachers decided that a change was essential. In an attempt to make school better for their students and for themselves, several Nederland educators committed to make learning more relevant, provide all students with more educational choices, and create a system in which students felt challenged and connected to others.

The SPECS class, which stands for Scientific, Political, Economic, and Cultural Studies, is an example of Nederland's learner-centered reform effort in practice. A blend of science and history content and the latest in modern technology, the SPECS class offers students a choice in topics of study from a menu. Once topics are selected, students assume responsibility for organizing and conducting research on these topics. The class culminates with student presentations as students teach each other what they have learned. By being given choice, responsibility, and new challenges, students are motivated to stretch their potential.

In the SPECS class, teachers are careful to avoid the traditional role of "director" of learning. Instead, they play the roles of facilitators and mentors. SPECS involves students in the exploration of complex, real-world problems and issues. The complexity and relevance of the topics help students understand the need for thoughtfulness, reflection, and dialogue. Serving in a facilitator role, teachers provide students with an opportunity to engage in and develop problem-solving skills. Organizing and researching information for their presentations are just two of the skills these students are learning. They are also learning to cope with logistical and organizational issues that come from working with others.

The personal connection between adults and teenagers is a critical component of the Nederland program. Connecting with students on a personal level, showing genuine concern and care, and helping them solve problems are roles that most adults at Nederland High School enjoy. With this mentoring program and the other learner-centered changes, student attendance has risen dramatically and discipline referrals have ceased to exist. However, the benefits of the learner-centered approach are not restricted to students. Teachers and staff, too, are enjoying their work more and feeling more energetic about the teaching/learning process. With patience and devotion to achieving the *Learner-Centered Psychological Principles* in practice, the goal of making Nederland High School a better place for all has become a reality.

> *"Personally, for me, it was a career saver. I moved away from delivering the same old curriculum in the same way year after year, to a new and different approach to dealing with human beings: kids in my classroom. It's rejuved my career."*
>
> — Bob McDonald
> SPECS Teacher
> Nederland High School

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Key Themes and Topics

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Key Terms

Educational Reform and Transformation:

The process of improving and changing the form of teaching and learning in classrooms and schools.

Learner-Centered Psychological Principles:

An organized set of psychological principles pertaining to the learner and learning process. The principles are based on an integration of theory and research from psychology and education, and are published in a report of the American Psychological Association's Task Force on Psychology in Education entitled: Learner-Centered Psychological Principles: Guidelines For School Redesign and Reform.

Learner-Centered Programs:

Educational interventions that are based on the *Learner-Centered Psychological Principles*. Programs facilitate learning, motivation, and school achievement. Content and delivery are considered within the context of the perspectives and needs of each learner. The focus is on teaching the learner and facilitating learning rather than on teaching content and controlling learning.

Interdisciplinary Curriculum:

The blending and weaving of topics and themes from different subject areas or academic disciplines. The purpose of interdisciplinary curriculum is to make the curriculum relevant from the student's perspective.

Mentoring Process:

The process of connecting students with adults in the school. Adults express genuine care and concern for students and assist them in working through the process of solving problems and focusing on learning.

"It's challenging — it's challenging. But the teachers help you out to where they make sure you don't fail. The only way you're [illegible] is if you just sit there and do nothing."

PECS student, [illegible] High School

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> "What we have [illegible]
> is really pushing the limits
> of what [illegible]
> do. The demand [illegible]
> from students [illegible]
> as they [illegible]
>
> [illegible]
> Nederland High School

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Before Viewing This Program

Consider the following:

1 One of the most common complaints of high school students is that they are bored. Why do you think students make this claim? Were you often bored during your high school education experience? Why or why not?

2 At Nederland High School, learning experiences have been restructured to better meet student needs. The restructuring effort has been guided by four major principles: relevance, choice, challenge, and connections. In the context of what you know about high school education programs, why do you think these principles were chosen?

3 Student responsibility for learning, and teachers serving as facilitators, not directors, of learning have become key components of the teaching/learning philosophy at Nederland High School. What is your reaction to these educational practices?

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After Viewing This Program

Consider the following:

1 One of the chief claims made from the restructuring experience at Nederland High School is that students are now stretching their limits of learning and achievement. How have you seen this occur in the video?

2 How would you compare the educational program at Nederland High School to high school programs you are familiar with?

3 At Nederland High School, the staff actively pursues the practice of making personal connections with students. Are personal connections actively pursued in your school? Why or why not?

4 As a result of seeing this video, what support do you see for what you believe to be essential to quality teaching and learning?

5 What new ideas has this video given you that you believe might be worth acting on in your school or classroom?

Nederland High School

Mr. Ed Ellis, Principal
Nederland High School
P.O. Box 1200
Nederland, CO 80466
(303) 258-3212

About the Project and To Order Materials

Mid-continent Regional Educational
Laboratory (McREL)
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
(303) 337-0990

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Program 4

Westbury High School

Westbury High School Principal Shirley Johnson talks candidly with students.

Program Description

To many, the problems confronting our nation's schools are overwhelming. The poverty, chaos, fragmentation, and alienation found in many large cities seem to represent insurmountable obstacles. The diverse backgrounds and needs of urban students challenge schools like never before. Teaching science, math, or social studies when students are consumed with thoughts of survival is no easy task. While schools cannot generally affect the realities of everyday life on our urban streets, they cannot afford to ignore that life. The challenge is to build bridges between those realities and an education in which students are respected and successful learners. By appreciating who students are, understanding what they know, and believing in what they can achieve, Westbury High School, located in Houston, Texas, has utilized the *Learner-Centered Psychological Principles* to meet this challenge.

Goals/Outcomes

As a result of the program, viewers will:

1 Better understand relationships between problems in urban centers and problems in urban schools.

2 Consider the role of the school in bridging the realities of students' lives outside of school with educational goals.

3 Understand the process of teaming and the development of a learning community.

4 Become more aware of the value of team planning and curriculum coordination.

5 Better understand the *Learner-Centered Psychological Principles.*

6 Understand additional educational practices based on the *Learner-Centered Psychological Principles.*

7 Become more aware of the benefits of the *Learner-Centered Psychological Principles* in practice to both students and teachers.

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Program Summary

Westbury High School's student population of nearly 2500 represents the wide diversity of neighborhoods surrounding the school. A truly multi-ethnic school, the rich diversity of Westbury has not been problem-free. Students' lives in school and on the street were often not connected.

Believing that the school must do a better job meeting the needs of all students, in and out of school, the staff at Westbury recently initiated an educational reform effort. They began by attempting to better understand learning and learners. Similar to reform efforts in other learner-centered schools, they soon recognized that before teachers and administrators could meet student needs, they first had to know and connect with their students.

> *"You have to establish relationships. If you can ever make the important connection, you can win. And you win them one at a time. You lose far more than you win. But every one's a blessing!"*
>
> Shelley Johnson
> Principal
> Westbury High School

Backed by research that shows establishing and maintaining personal connections between young people and adults is a key factor in helping students stay in school and succeed, the staff at Westbury focused on establishing personal relationships with students. At the heart of these relationships were respect, a mindset of putting the student first, and the development of an environment conducive to open and honest communication.

> *"The expectations blow the ceiling off the building. You can never have too high of an expectation for any of these kids."*
>
> Barbara Reed
> English Teacher
> Westbury High School

To achieve these goals in a school of 2500 students, Westbury divided the school into smaller teams. Groups of three to five teachers work in teams with about 150 students. The smaller groups provide an opportunity for students to feel a part of a community. The teams also provide an atmosphere in which students become comfortable with one another and with their teachers. In this stable and consistent environment, students better understand what is expected of them. Teachers are able to share ideas and plan programs that are more meaningful to students and themselves because they know their students and respect the special needs and circumstances that each brings into the classroom.

At Westbury, students remain on their teams throughout their freshman and sophomore years. Understanding that the process of developing a team takes time, teachers learn what their students know, what they need to know, and how they learn. With this information, teachers work together to prepare rigorous and challenging academic programs for each student. Through the team approach, teachers are able to deliver an instructional program that meets student needs and facilitates learning for all students.

The team approach not only allows teachers to understand the uniqueness of each student, it also provides an opportunity for coordinated curricular planning. The benefits of this type of cooperation are immense. For example, skills taught in one class are utilized or reinforced in other classes. Content connections made from class to class allow students to transfer and retain much of what they are learning. Expectations for students in one class can be upheld and reinforced in other classes.

At Westbury High School, educators understand that for students to reach the highest levels of learning, the educators need to appreciate the unique capabilities of each student while having high expectations for all students. Putting students at the center of their education is something that educators at Westbury do because it is good for their students. It is also good for them and for society at large.

> *"They need problem-solving skills. They need to figure out how to deal with a certain situation and to apply what they've learned."*
>
> Theresa Diaz
> Teacher
> Westbury High School

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Key Themes and Topics

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Key Terms

Learner-Centered Psychological Principles:

An organized set of psychological principles pertaining to the learner and learning process. The Principles are based on an integration of theory and research from psychology and education and are published in a report of the Task Force on Psychology and Education entitled: Learner-Centered Principles: Guidelines for School Design and Reform.

Learner-Centered Programs:

Educational interventions that are based on the *Learner-Centered Psychological Principles*. Programs facilitate learning, motivation, and school achievement. Content and delivery are considered within the context of the perspectives and needs of each learner. The focus is on teaching the learner and facilitating learning rather than on teaching content and controlling learning.

Westbury English teacher Theresa Diaz confers one–on–one with a student.

Learning Community:

An educational environment in which teachers and students know, trust, and care for one another. With this personal connection, the environment establishes the emotional and social tone that best supports learning.

Multi-Ethnic Community and School:

The interaction of various ethnic and cultural groups in a single setting such as a community or school.

Teaming:

A way of dividing the school into smaller units that provide a sense of community and stability. Students and teachers often maintain teams for several years.

> *"Now I get excited when I do my project."*
>
> Student
>
> Westbury High School

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"When they said to me, 'Go away, we don't need you,' that's the strongest high you can get from these kids."

[illegible]

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Before Viewing This Program

Consider the following:

1 When thinking about students in our urban high schools, what are some of the signs that the current system is not reaching many students?

2 Agree or disagree with the following statement: "The wide range of backgrounds and needs that our young people bring to our urban schools today challenges teachers like never before."

3 How do we support diversity and the strengths it can bring to urban education?

4 The case is sometimes made that schools should be places of respect and love. What are the behaviors or actions that would make this a reality for learners and teachers?

After Viewing This Program

Consider the following:

1 If you were to write a letter to the editor of your local newspaper describing the merits of the educational program at Westbury High, what beliefs and/or practices would you identify as most important? Why?

2 How has the development of individual learning communities at Westbury High School provided teachers with an opportunity to "more rigorously challenge students academically and intellectually?"

3 How could what you have seen in this video extend to other urban high schools?

4 If you were a parent, what benefits would you find compelling in sending your child to Westbury High School?

5 As a result of seeing this video, what support do you see for what you believe to be essential quality teaching and learning?

6 What new ideas has the video given you that you believe might be worth acting on in your school or classroom?

Westbury High School

Dr. Shirley Johnson, Principal
Westbury High School
11911 Chimney Rock
Houston, TX 77035
(713)723-6015

About the Project and To Order Materials

Mid-continent Regional Educational Laboratory (McREL)
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
(303) 337-0990

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Viewer Guides

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THE LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES

Cognitive and Metacognitive Factors

Principle 1: The nature of the learning process. Learning is a natural process of pursuing personally meaningful goals, and it is active, volitional, and internally mediated; it is a process of discovering and constructing meaning from information and experience, filtered through the learner's unique perceptions, thoughts, and feelings.

Principle 2: Goals of the learning process. The learner seeks to create meaningful, coherent representations of knowledge regardless of the quantity and quality of data available.

Principle 3: The construction of knowledge. The learner links new information with existing and future-oriented knowledge in uniquely meaningful ways.

Principle 4: Higher-order thinking. Higher-order strategies for "thinking about thinking" — for overseeing and monitoring mental operations — facilitate creative and critical thinking and the development of expertise.

Affective Factors

Principle 5: Motivational influences on learning. The depth and breadth of information processed, and what and how much is learned and remembered, are influenced by: (a) self-awareness and beliefs about personal control, competence, and ability; (b) clarity and saliency of personal values, interests, and goals; (c) personal expectations for success or failure; (d) affect, emotion, and general states of mind; and (e) the resulting motivation to learn.

Principle 6: Intrinsic motivation to learn. Individuals are naturally curious and enjoy learning, but intense negative cognitions and emotions (e.g., feeling insecure, worrying about failure, being self-conscious or shy, and fearing corporal punishment, ridicule, or stigmatizing labels) thwart this enthusiasm.

Principle 7: Characteristics of motivation-enhancing learning tasks. Curiosity, creativity, and higher-order thinking are stimulated by relevant, authentic learning tasks of optimal difficulty and novelty for each student.

Developmental Factors

Principle 8: Developmental constraints and opportunities. Individuals progress through stages of physical, intellectual, emotional, and social development that are a function of unique genetic and environmental factors.

Personal and Social Factors

Principle 9: Social and cultural diversity. Learning is facilitated by social interactions and communication with others in flexible, diverse (in age, culture, family background, etc.), and adaptive instructional settings.

Principle 10: Social acceptance, self-esteem, and learning. Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals.

Individual Differences Factors

Principle 11: Individual differences in learning. Although basic principles of learning, motivation, and effective instruction apply to all learners (regardless of ethnicity, race, gender, physical ability, religion, or socioeconomic status), learners have different capabilities and preferences for learning mode and strategies. These differences are a function of environment (what is learned and communicated in different cultures or other social groups) and heredity (what occurs naturally as a function of genes).

Principle 12: Cognitive filters. Personal beliefs, thoughts, and understandings result from prior learning, and interpretations become the individual's basis for constructing reality and interpreting life experiences.

Source: McCombs, B.L., et al. (1993, January). Learner-centered psychological principles: Guidelines for school design and reform. Washington, DC: American Psychological Association and Mid-continent Regional Educational Laboratory.

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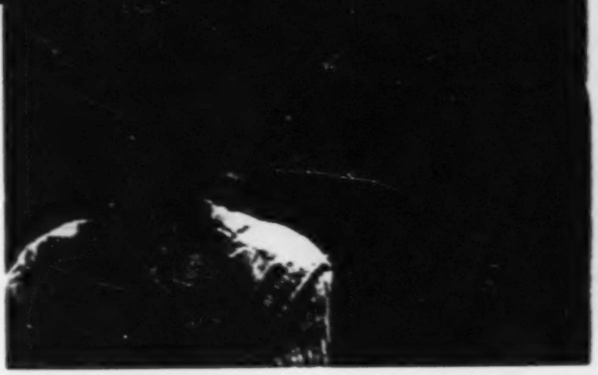
Program 1

Overview



Above: Teacher Theresa Diaz builds a relationship with a student at Westbury High School, Houston. Right: Teacher Eric Johnson becomes a co-learner with a student at Nederland High School, Colorado.

Program Description

Throughout the United States today, waves of educational reform and transformation are changing the way students are taught. While the debate surrounding these changes is often heated and controversial, it is important not to lose sight of the question most at the **heart of the issue:**

Will our educational system meet the **needs of students and society? Research indicates that** it can if it is based on the *Learner-Centered Psychological Principles.*

This program introduces a set of research-based principles which provide a foundation for learner-centered education. The program also shows how several schools, basing their educational reform strategies on the *Learner-Centered Psychological Principles,* have begun to change the ways teachers teach and students learn.

Goals/Outcomes

As a result of the program, viewers will:

1 Investigate the central question behind most current educational reform efforts.

2 Understand the essence of the *Learner-Centered Psychological Principles.*

3 Understand educational practices based on the *Learner-Centered Psychological Principles.*

About For Our Students, For Ourselves

A comprehensive set of materials to facilitate the development of skills and knowledge needed to be a successful learner — and a successful teacher — in the 21st century:

- Four 15-minute video programs with accompanying Viewer Guides
  - Overview
  - Mundelein High School
  - Nederland High School
  - Westbury High School
- A User/Facilitator Manual

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Program Summary

Is education meeting the needs of our students and society? Many educators and educational researchers suggest that if schools are going to fulfill these needs, they must start with a focus on students and reflect the best of what is known to be true about learners and learning. This is to say that schools must begin reform efforts by embracing a learner-centered perspective.

During the past several decades, researchers have studied learners to determine what conditions are present when learning flourishes. A set of 12 *Learner-Centered Psychological Principles* grew out of this research. For many, the 12 principles reaffirm what has always been recognized as good teaching practice. At the same time, they offer a serious challenge to traditional educational structures and practices. Taken as a whole, the 12 principles are a valuable guide for planning and implementing educational reform strategies.

In many traditional educational settings, student mastery of the content is the end goal. In a learner-centered environment, content is the vehicle or means for students to develop critical thinking and to learn how to reflect more deeply about issues and problems.

In a learner-centered classroom or school, both students and teachers must adjust to new roles. For students, the change is one of assuming increased responsibility for their learning. Teachers usually need to further develop attitudes and ways of teaching that place the perspectives and needs of each student at the center of educational decisions. Often, both students and teachers find these changes difficult to make. However, those students and teachers who have committed to reform based on the *Learner-Centered Psychological Principles* are experiencing new levels of success and satisfaction. For them, the system is better meeting their needs and better serving society.

This program introduces the viewer to the essence of the *Learner-Centered Psychological Principles* and their implications for educational practice. By visiting students, teachers, and administrators in three schools, the viewer will observe how the *Learner-Centered Psychological Principles* serve as a guide to educational reform efforts and will discern a number of key characteristics of learner-centered practice:

> *"Student-centered really means that you look at what the needs of an individual are and that you center the curriculum around where the students are, around their past experience, so that you can help them construct meaning from new experiences."*
>
> Linda Hanson
> Superintendent
> Mundelein, Illinois

INDIVIDUALIZED

At the center of the *Learner-Centered Psychological Principles* is understanding and appreciating the individual perspectives, needs, and capabilities of each student. Shaping a learning experience around the needs and past experiences of the student is an essential component of learner-centered education, as is allowing each student to express his or her knowledge in ways that are real and most appropriate to individual strengths and capacities.

MUTUAL RESPECT

Learning is not easy. It takes energy—intellectually, physically, and emotionally. Teaching and learning is about taking risks, making mistakes, and having the energy and support to try again. Research shows that students and teachers take more risks when everyone feels respected and connected. The development of learning communities where everyone feels respected and connected is an essential strategy resulting from the *Learner-Centered Psychological Principles.*

PERSONAL

Teacher observation and years of research show that when students feel a part of a community where they are respected and valued, they will more likely stay in school and succeed. Developing personal connections between students and teachers is another essential ingredient to teaching based upon the *Learner-Centered Psychological Principles.*

OWNERSHIP and RESPONSIBILITY

In a learner-centered classroom, students are guided by teachers to choose their projects and assume responsibility for their own learning. Student ownership of what and how they learn is another piece of the instructional foundation supported by the *Learner-Centered Psychological Principles.*

RELEVANCE

The *Learner-Centered Psychological Principles* emphasize the fundamental understanding that quality learning develops out of a relevant and integrated curriculum. If learning means something to students, and if students can make curricular connections not only to the real world, but from class to class, they are more likely to express curiosity, and develop creativity and higher-order thinking skills.

Key Themes and Topics

- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]

Key Terms

Educational Reform and Transformation:

The process of improving and changing the form of teaching and learning in classrooms and schools.

Learner-Centered Perspective:

A way of seeing learners, learning, and teaching that takes into account each student's needs and perspectives and reflects the best of what is known to be true about learners and learning. To properly teach learners and to help them accomplish desired outcomes, educators must understand each learner's reality and support the learner's existing capacities.

Learner-Centered Psychological Principles:

An organized set of psychological principles pertaining to the learner and learning process. The principles are based on an integration of theory and research from psychology and education, and are published in a report of the American Psychological Association's Task Force on Psychology in Education entitled: Learner-Centered Psychological Principles: Guidelines For School Redesign and Reform.

Content:

Curricular topics or subjects such as history, science, and so on. In the learner-centered perspective, content is a means for developing students' knowledge as well as their thinking and learning skills. The focus, however, is on teaching learners, not on teaching content.

> *"Last year I used to walk with my head down... Now I walk with it high proud of myself!*
>
> Student
> Westbury High School
> Houston

Learning Styles:

Refers to the different ways that students learn and process information. Teachers learn about and grasp how each learner understands his or her world and approaches the process of learning. Teachers then adapt to and accommodate such learning styles.

Before Viewing This Program

Consider the following:

1. Many people in the United States believe that education is not meeting the needs of students and society. Do you agree or disagree? What examples can you think of to support your position?

2. Think back to your own high school educational experience and to a teacher who had a great impact on you. What were that teacher's characteristics and qualities? If you were in a position to go back and reform, reinvent, or redo your high school teaching/learning process, what changes would you want to make?

3. It is said by some that a good teacher teaches students, not the subject or content. What does this statement mean? What is your opinion about this statement?

4. If you were asked to list the five most important characteristics of good teaching, what items and practices would you place on your list?

Review the program description and list of key terms and then view the program.

> *"If kids feel connected, if they feel part of a community where they're respected and valued, they'll be more likely to stay in school... and succeed."*
>
> Gino Toffoletto,
> Social Studies Teacher
> Westbury High School

After Viewing This Program

Consider the following:

1. What is the relationship between the "characteristics of good teaching" that you listed before viewing the program and the learner-centered practices shown in the program?

2. On a large piece of paper, write Learner-Centered Teaching and Learning. Under the heading write Advantages and Disadvantages. Note the advantages and disadvantages of "learner-centered teaching and learning" from the perspective of students, teachers, parents, and society at large.

   - ✓ If you were a student in a learner-centered classroom, how do you think you would respond to the approach?
   - ✓ How do you think most students would respond to a learner-centered approach?

3. As a result of seeing this video, what do you see as essential to learner-centered teaching?

4. What new ideas has this video given you that you believe might be worth acting on in your school and classroom?

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A Note to Parents and Teachers

Although all of the examples found in this video series occur in high schools, the *Learner-Centered Psychological Principles* are fully applicable to elementary and middle school students. Because children are younger and developmentally more dependent than adolescents, their teachers and parents often intuitively feel ready to accept and apply these guidelines. In fact, although not in a complete sense, there is a longer history of using these principles for the creation of educational models and curricula for children than for adolescents.

Some books for teachers and parents that strongly exemplify most of the learner-centered psychological principles across all grade levels are:

Brooks, J.G.,& Brooks, M.G. (1993). In search of understanding: The case for constructivist classrooms. Alexandria, VA: Association for supervision and curriculum development.

Feyl Chavkin, N. (1994). Families and schools in a pluralistic society. Albany, NY: State University of New York Press.

Gardner, H. (1991). The unschooled mind: How children think and how schools should teach. New York: Basic Books.

Wlodkowski, R. J. & Jaynes, J.H. (1990). Eager to learn: Helping children become motivated and love learning. San Francisco: Jossey-Bass.

About the Project and To Order Materials

Mid-continent Regional Educational
Laboratory (McREL)
2550 South Parker Road, Suite 500
Aurora, Colorado 80014
(303) 337-0990

McREL

For Our Students, For Ourselves

Part 2:
Stories of Change

About For Our Students, For Ourselves

A comprehensive set of [illegible] to assist the development of skills and leadership needed to [illegible] [illegible] the 21st century. The series includes:

Part 1: Learner-Centered Perspectives
Practice: Four [illegible] programs
[illegible]
- Overview
- Mundelein High School
- Nederland High School
- Westbury High School

Part 2: Stories of Change: Four [illegible] programs [illegible]
Study Guides
- Context and Need for Change
- The Transformation Process
- [illegible]
- [illegible]

[illegible]

Context and Need for Change

Program Description

Westbury High School teacher Theresa Diaz works with a student one-on-one.

The first series of *For Our Students, For Ourselves* visited three schools… from suburban Mundelein, Illinois to rural Nederland, Colorado to urban Houston, Texas. Despite very different student populations, demographics, and circumstances, they shared a common vision: to create schools that focused first and foremost on the needs and perspectives of the learner. Each school had to overcome numerous obstacles to begin its own unique process of change. More than two years after the taping of the initial video, the key participants from each learner–centered high school have reassembled to reflect on the transformation they have gone through since the early 1990s.

By sharing from their collective experiences they gain special insight into the process that changed their schools into learner–centered environments. This program focuses on this process of change and the common elements that characterize change toward learner–centered practices. This transformation emerges from a source of deepening awareness and inspiration.

Goals /Outcomes

As a result of this program viewers will:

1. Understand that inspiration to change is often fueled by a need for change.
2. Gain insight into the processes administrators and teachers go through to transform their schools into learner–centered environments.
3. Understand how change begins with a vision of what is possible.
4. Consider how change is built on common areas of agreement.
5. Understand change does follow a set of principles that can be learned and applied.

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Key Themes and Topics

- ✓ Common Agreement
- ✓ Collegiality
- ✓ [illegible] Research
- ✓ Empowerment and Leadership
- ✓ Personal Confidence
- ✓ Attitude Change
- ✓ Multicultural Awareness

Key Principles

1 Change is a new way of thinking—it starts in the hearts and minds of individuals, and results in seeing learning and learners differently.

2 Change is seen differently by different people—to be successful, it must be built upon common areas of agreement.

3 Substantive change seeks answers to perplexing issues and must be supported by opportunities for inquiry, learning, reflection, and practice.

4 Change is facilitated when individuals feel personally empowered by feelings of ownership, respect, personal support, and trust.

5 Change begins with hope—believing it is possible.

6 Key stakeholders must be involved in the change and know precisely what is to be changed.

7 Focusing on learners and learning creates a common vision and direction for change.

Program Summary

Change is a new way of thinking. It begins by examining critically **what is** and imagining **what could be**. At Mundelein High School, a number of factors set the stage for change—a changing student population, a genuine concern with the impact of tracking, and an administration that encouraged professional and personal development. Teachers built collegiality and found common agreement to do away with tracking. With administrative support and parental trust they developed more inclusive classrooms.

Change comes through hope. In the early 1990s Nederland High School had a reputation of low student achievement and low teacher morale. But in that small town, there was a sense of community. With support from a core group of parents and new administrative leadership, teachers were allowed to revise their curriculum. This led to greater teacher empowerment and a consequent increase in student achievement scores.

For some schools the change in the community that surrounds them serves as a catalyst for change. In the early 1980s the population of Westbury High School shifted to a much more multicultural student body. This introduced a new set of student needs and attitudes. So began a long and challenging change process that continues today. In order to meet these needs teachers realized they had to focus on the learners in ways that bridged the realities of their everyday lives with classroom learning experiences. Shirley Johnson cites this faculty responsiveness as one of the reasons she became the principal at Westbury High School. In learner-centered schools a commitment to respecting every learner's perspective is often part of the common vision that leads to positive change.

Before Viewing This Program

Consider the following:

1 Change is often initiated by a personal trigger that helps the individual see the need for change. Describe what is happening in your school, district, or community that might trigger the need for change.

2 Change has been described as "developing a vision of what's possible, and believing that it can happen." What is your personal vision for your school or classroom?

3 Today's teachers and administrators are often so busy they may not have the time to discuss critical educational issues with colleagues. What is the value of educators talking about these issues with their colleagues? How can this practice be incorporated into your school?

After Viewing This Program

Consider the following:

1 What insights into the change process have you developed after viewing this video?

2 How could what you have seen in this video be applied to your classroom or school?

3 Recognizing that change is often viewed differently by different individuals, describe a process you might use to build common areas of agreement in your school.

4 What could or does inspire hope for change in your school?

5 Which of the principles of change are most relevant to your school situation? How so?

McREL Mid-continent Regional Educational Laboratory
2550 South Parker Road, Suite 500
Aurora, CO 80014 • phone: 303-337-0990
fax: 303-337-3005 • e-mail: info@mcrel.org

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For Our Students, For Ourselves

Part 2:
Stories of Change

[illegible]

Program 2

The Transformation Process

Program Description

What sets the administrators and teachers at Mundelein, Nederland, and Westbury High Schools apart from many schools across the nation is that the changes they implemented went beyond curriculum, instruction, and schedules. They underwent a transformation of heart and mind. This was a long, difficult, and very personal experience. Teachers and administrators from the three schools reflect on the challenges they faced and the efforts they made to develop a vision and successfully carry it out. By carefully building understanding and conducting their own research they developed the knowledge base and ownership to continue the transformation to learner–centered schools.

Nederland High School teacher Bob McDonald discusses the affect of change on teachers and students.

Goals /Outcomes

As a result of this program viewers will:

1 Gain insight into how building understanding provides a foundation for the transformation process.

2 Understand how critical it is to transformation that educators see themselves as learners and change as a learning process.

3 Understand how ownership of the change process emerges through a common understanding that supports a shared vision.

4 Gain insight into how teacher research can transcend merely providing information to offering continuing support for change.

5 Understand how attaining student comfort level in school catalyzes ongoing educational change.

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Key Themes and Topics

- ✓ Change of Heart
- ✓ [illegible]
- ✓ Inquiry Process
- ✓ Continuous Learning
- ✓ Commitment
- ✓ Teacher Dialogue
- ✓ [illegible]
- ✓ [illegible]
- ✓ Collaboration

Key Principles

8 Honoring the learner's ability to make choices about and control his or her own learning facilitates change.

9 Change occurs when each person sees him or herself as a learner and sees change as basically a learning process.

10 Like learning, change occurs best when it is invitational and not mandated.

11 Change requires commitment of resources, including time, knowledge, and skill.

12 Like learning, change is a lifelong and continuous process.

Program Summary

Although individually different, each school created a vision statement through dialogue and a consensus process. Realizing their ownership of that vision enhanced the motivation of the teachers to change. As they continued to do research about what to change, they became aware they were learners themselves. This insight not only deepened their thirst for transformation but also impassioned their creativity about how to accomplish it.

For Nederland High School, a caring environment and time for professional development and dialogue were critical to nurturing the teachers through the three years it took to anchor their vision for their school. The teachers at Mundelein High School developed inquiry groups to research educational approaches that were sensitive to different learners. This form of ongoing staff development increased their feelings of responsibility and professionalism. They discovered the Learner–Centered Psychological Principles to both guide and support their change efforts. At Westbury High School teachers began attending more workshops and forums outside of their school and brought back this learning to continue the dialogue for transformation. Teachers at each school used their own learning and research to achieve a more learner–centered curriculum.

Before Viewing This Program

Consider the following:

1 What is a significant change that you have made as an educator that you regard as an ongoing learning process?

2 Some people would argue that "inviting" change does not work. What evidence do you have to debate this point of view?

3 "Change of heart" has dramatic overtones, perhaps more present in one's personal life. Where have you experienced a "change of heart" in your professional life?

After Viewing This Program

Consider the following:

1 As you view your role as an educator, where and about what does being a learner fit most naturally for you?

2 As you view your school, what is a change worth making that you would be willing to commit resources to including your time and skill?

3 Some educators might scoff at the notion of students making their own choices about learning, but where do you see this approach might have an advantage to student learning?

4 What is a possible change in your school that could significantly benefit from teacher research?

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For Our Students, For Ourselves

Part 2:

Stories of Change

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Program 3

Consequences and Results

Program Description

Implementing change at Mundelein, Nederland, and Westbury High Schools was often a struggle. Students, teachers, and administrators had to work with new ideas and procedures. However, they learned from their mistakes and found that by focusing on learners and learning they could create a climate that fostered motivation for learning, for teachers and students alike.

Teachers and administrators from the three schools reflect on their resistance and their journey toward learner–centered practices. As they continue to adapt strategies and develop ownership based on the Learner–Centered Principles, they see an increase in student learning.

Below, Westbury principal Shirley Johnson meets with students.

Goals /Outcomes

As a result of this program viewers will:

1 Understand how continuously adapting strategies and developing ownership leads to concrete, positive results.

2 Consider how change requires permission to make mistakes

3 Gain insights into how school leaders can share power with teachers.

4 Understand how refusing to blame leads to better problem solving.

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Key Themes and Topics

✓ Implementation Dip
✓ Shared Responsibility
✓ Removing Blame
✓ Honoring Change
✓ Encouraging Reflection
✓ Celebrating Learning

Key Principles

13 Change requires permission to make mistakes and engage in conflict resolution and negotiation skills.

14 Change is facilitated by leaders who share power, facilitate communications, and are inclusive.

Program Summary

At Mundelein High School teachers were a bit surprised to find resistance to learner–centered practices coming from their students. However, they stayed on course knowing what they were doing was based on their solid research and practice. By being as open to understanding critical comments from teachers as they were to understanding critical comments from students, they created feelings of ownership and met increasing success.

At Nederland High School the principal, Ed Ellis, accepted that the transition to learner–centered practices would involve disagreements and mistakes. This kind of acceptance reduced teacher stress and allowed faculty to see some of their difficulties as normal part of professional growth. At Westbury High School, teachers realized that students had to be at the center of decision making about changes that would benefit their learning. They further realized that a transition process to support diverse student needs had to include helping students make personal connections to learning. Students needed to be able to reflect on what their learning experiences meant to them personally. Teachers also saw that helping students self–assess their learning also meant being sure to celebrate what students learned and mastered if self–esteem and a desire to learn more was to be fostered.

These educators agree that by replacing blame with effort toward problem solving, change goes more smoothly. They realize the transformation to being a learner–centered school is a work in progress where you start with the students, continually figuring out how to make learning better for them and celebrating their success along the way.

Before Viewing This Program

Consider the following:

1 Transformation to new ways of thinking and doing things often includes an "implementation dip," a period of time when things do not go smoothly and mistakes increase before the system adjusts and more positive outcomes are realized. Where have you faced some "implementation dips" in your own professional life? What have these experiences taught you?

2 Think of a task where you were genuinely given permission to make mistakes. How did this affect how you worked and what you learned? How do you now feel toward the person/s who extended this permission?

3 Think about a time you had the experience where someone else celebrated **your learning**. What was the occasion? What was the impact on you?

After Viewing This Program

Consider the following:

1 As you consider changing to learner-centered practices, where do you need to have permission to make mistakes? Who has to give you this permission? If necessary, what is a good way to request this permission?

2 To what extent is power shared in your educational setting? Between administration and teachers? Between teachers and students? As you reflect on these matters, are there any insights related to improving your education practice?

3 In each of these high schools, no single educator had to "go it alone." All the educators in this program shared responsibility with others to move toward learner–centered teaching. This eased the burden of transformation. What is the current state of collaboration in your school? How is it affecting the quality of your school and student learning? If desired, how could it be improved?

MCREL Mid-continent Regional Educational Laboratory
2550 South Parker Road, Suite 500 • Aurora, CO 80014 • phone: 303-337-0990 • fax: 303-337-3005 • e-mail: info@mcrel.org

For Our Students, For Ourselves

Part 2:

Stories of Change

About For Our Students, For Ourselves

[illegible]

Program 4

Creating a New Culture

Program Description

Students at Mundelein High School take responsibility for their own learning.

For most schools, becoming learner–centered means creating a new culture within the school. The new culture maintains new practices and provides a climate to accommodate student needs and perspectives on a continuing basis. In this program the teachers and administrators from Mundelein, Nederland, and Westbury High Schools discuss how they evolved into learning communities that support and sustain ongoing learning and change.

Goals /Outcomes

As a result of this program viewers will:

1 Understand how the development of a new school culture maintains new practices that support learner–centered teaching and learning.

2 Gain insights into the impact of change on school leadership.

3 Consider how change can evolve from something initially unsettling to something very unifying for a school.

4 Understand that change is a "never ending story," a continuous journey of lifelong learning.

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Key Themes and Topics

- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]
- ✓ [illegible]

Key Principle

15 A critical outcome of the change process is the creation of new learning communities that enhance, support, and sustain the motivation for ongoing learning and change.

Program Summary

At Westbury, creating a new culture began with the trust that developed as a result of more direct communication between the principal and teachers. At Nederland, the new culture emerged from a more inclusive decision–making process that brought key stakeholders together. At Mundelein, progress toward a new culture relied on strategies to increase the comfort level of students as they adapted to learner–centered practices. In all three schools ongoing staff development nurtured the change to a new culture.

When the administrators from Mundelein, Nederland, and Westbury High Schools reflect on the transformation of their schools, it is obvious they have become co–learners with their teachers. Their new roles also include being facilitators, keepers of the vision, and professional peers. What makes their schools work and what they share with their teachers is a deep belief and commitment that the student and learning need to be at the center of their efforts.

McREL *Mid-continent Regional Educational Laboratory*

2550 South Parker Road, Suite 500 • Aurora, CO 80014
phone: 303-337-0990 • fax: 303-337-3005 • e-mail: info@mcrel.org

Before Viewing This Program

Consider the following:

1 If you were to describe your school culture, what would be its most influential characteristics? Which of these characteristics enhance learner–centered teaching? Which of these characteristics diminish learner–centered teaching?

2 How are disagreements among administrators and teachers currently negotiated? Are you satisfied with this approach? Could you and your colleagues benefit from training in conflict negotiating skills?

3 What are key changes that have occurred within your school that you now understand as significant improvements for your school? What changes need to be modified to include a learner–centered perspective?

After Viewing This Program

Consider the following:

1 Does your school have a commonly agreed upon vision? Please articulate it. Who are the keepers of this vision? How does it support learner–centered practices?

2 Since mistakes can be "great moments," consider a few that led to the improvement of your classroom or school.

3 Since community is dynamic and always changing, what is the current state of community in your school? Are there aspects of it that need further change or development to make it a greater source of strength for a learner–centered approach to teaching?

4 If you had to pick one common element of change that you believe most positively affected these schools, what would it be? How can this element be nurtured in your classroom or school?

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For Our Students, For Ourselves Viewer Guides

Viewer Guide Author

Ron Schukar is a curriculum development specialist and independent education consultant. He is currently directing a National Science Foundation project at the Social Science Education Consortium in Boulder, Colorado.

Viewer Guide Staff
Pacific Mountain Network

Dan Flenniken	Project Coordinator
Marion McDonald	Editor
Shelly Aasen	Graphics/Layout
Molly McGill	Project Assistant

Viewer Guide Advisory Team

Tom Dudzinski	Total Communications Co.
Mary Lou Ray	Pacific Mountain Network
Barbara McCombs	Mid-continent Regional Educational Laboratory
Pam Pease	Mind Extension University
Diane Swartz	Mid-continent Regional Educational Laboratory
Ellen Wagner	DLS Associates
Raymond Wlodkowski	Independent Consultant

Viewer guides produced by:

PMN
Pacific Mountain Network

1550 Park Avenue
Denver, Colorado 80218
(303) 837-8000

For more information or to order additional materials,
please contact:

McREL

Mid–continent Regional Educational Laboratory
2550 S. Parker Road, Suite 500
Aurora, Colorado 80014
(303) 337-0990

Learner-centered psychological principles: Guidelines for school redesign and reform

produced by the

Presidential Task Force on Psychology in Education
American Psychological Association

supported by the

American Psychological Association

and the

Mid-continent Regional Educational Laboratory

January 1993

Foreword

The *Learner-Centered Psychological Principles* were developed in a collaborative partnership between the American Psychological Association (APA) and the Mid-continent Regional Educational Laboratory (McREL). The work of this partnership was carried out by the APA President's Task Force on Psychology in Education (PsyEd), which was established in 1990 by the APA Board of Directors and the then APA president-elect, Charles D. Spielberger. Frank Farley, Nadine M. Lambert, and Barbara L. McCombs have served with Spielberger as the PsyEd Task Force co-chairs. C. Larry Hutchins, Executive Director of McREL, was the principal educational consultant to the task force.

Barbara L. McCombs, Director of Motivation and Human Development at McREL, developed the initial draft and subsequent revisions of the *Principles* document. She was assisted in revising and refining the *Principles* by the co-chairs and other members of the PsyEd Task Force, who included Cynthia G. Baum, Henry C. Ellis, James J. Gallagher, Wayne H. Holtzman, Howard M. Knoff, Harold F. O'Neil, Jr., Sylvia A. Rosenfield, and Thomas J. Shuell.

The initial draft of the *Principles* was prepared in March of 1991. Circulation of the first and subsequent drafts to a wide range of psychologists, educators, and professionals in various scientific disciplines has resulted in this final revision. Although we received very favorable comments from almost everyone who responded with suggestions for revision, some reviewers noted that the language was somewhat technical and suggested that the document would be improved by simplifying the presentation to make it more readily accessible for use by teachers and other professionals. The task force is now in the process of creating a "user friendly" version with less technical language for nonpsychologists.

We are very grateful to the following colleagues, who have contributed significantly to the *Principles* by their comments and suggestions for revisions of earlier drafts: Larry A. Alferink, Harry P. Bahrick, David C. Berliner, Emmanuel M. Bernstein, Fran C. Blumberg, Barbara L. Bonner, James P. Connell, Eric L. Dlugokinski, Darwin P. Hunt, Beau F. Jones, Lewis P. Lipsitt, Hermine H. Marshall, Adah B. Maurer, Diane McGuinness, Roger C. Mills, Clark E. Moustakas, David N. Perkins, Louisa H. Pierson, Donald K. Pumroy, D. Scott Ridley, Jerome D. Stiller, C. E. Walker, Claire E. Weinstein, Jo Sue Whisler, Merlin C. Wittrock, and Philip G. Zimbardo. The task force extends its special thanks to Martin E. Ford, Chair of the Psychological Studies in Education Program at Stanford University, for his significant contribution to the editing of this draft and to Scott G. Paris, Professor of Developmental Psychology at the University of Michigan, for developing some of the learner-centered principles of assessment that are included as part of the final section of this document.

In addition to the contributions of psychologists and educators just noted, we have received favorable comments from representatives of a wide range of professional groups. We are grateful to the following individuals and organizations for their feedback:

Ronald S. Brandt, Executive Editor, Association for Supervision and Curriculum Development (ASCD);

Bonnie J. Brunkhorst, Retiring President, National Science Teachers Association (NSTA);

Rodger W. Bybee, Acting Director, Innovative Science Education, Biological Sciences Curriculum Study (BSCS);

Joan Walsh Cassedy, Executive Secretary, Society of Toxicology;

Pat Cox, Project Director, Regional Laboratory for Educational Improvement (REI) of the Northeast and Islands;

Robert E. Fathman, Chairman, National Coalition to Abolish Corporal Punishment in Schools (NCACPS);

Shirley M. Frye, Past President, National Council of Teachers of Mathematics (NCTM);

Gary D. Fullerton, President, American Association of Physicists in Medicine (AAPM);

John A. Gans, Executive Vice President, American Pharmaceutical Association (APhA);

Christopher G. A. Harrison, Chairman, American Geophysical Union, AGU);

Willis D. Hawley, American Association of Colleges for Teacher Education (AACTE);

James D. Hennes, Curriculum and Evaluation, Colorado Department of Education;

Rosalie S. Humphrey, President Elect, American School Counselor Association (ASCA);

C. Larry Hutchins, Executive Director, Mid-continent Regional Educational Laboratory (McREL), Colorado;

Louis A. Iozzi, Dean, Academic and Student Affairs, Rutgers University;

Michael J. Jackson, Executive Director, Federation of American Societies for Experimental Biology (FASEB);

Mechelle R. LaWarre, President, APhA Academy of Students of Pharmacy, American Pharmaceutical Association (AphA);

Leon M. Lederman, Chairman of Board of Directors, American Association for the Advancement of Science (AAAS), and Director Emeritus, Fermi National Accelerator Laboratory (Fermilab);

James F. Marran, Co-Chair of the Teaching and Learning Task Force of the National Council for the Social Studies (NCSS);

Margit E. McGuire, President, National Council for the Social Studies (NCSS);

Patricia J. McWethy, Executive Director, National Association of Biology Teachers (NABT);

E. Gerald Meyer, President, American Institute of Chemists (AIC);

Arvern Moore, President, National Head Start Association (NHSA);

Richard Nicholson, Executive Officer, American Association for the Advancement of Science (AAAS);

Nancy S. Perry, President, American School Counselor Association (ASCA);

Terrence K. Quinn, Principal and Member of the Board of Education of the City of New York;

Samuel G. Sava, Executive Director, National Association of Elementary School Principals (NAESP);

George W. Sledge, Associate Dean and Director, Academic Affairs, College of Agricultural and Life Sciences, University of Wisconsin-Madison;

Carol E. Smith, Senior Director, Professional Issues, American Association of Colleges for Teacher Education (AACTE);

Marilyn M. Smith, Executive Director, National Association for the Education of Young Children (NAEYC);

Philip M. Smith, Executive Officer, National Research Council (NRC);

Dennis Sparks, Executive Director, National Staff Development Council (NSDC);

Richard W. Traxler, Chair, Education Committee, Society for Industrial Microbiology (SIM);

Carl E. Trinca, Executive Director, American Association of Colleges of Pharmacy (AACP);

Sylvia A. Ware, Director, Education Division, American Chemical Society (ACS);

Gary D. Watts, Senior Director, National Education Association (NEA); and
Ellen C. Weaver, Chair, Education Committee, American Society of Plant Physiologists (ASPP).

Although the *Principles* have received extensive review, we view this as an evolving document and welcome further comments concerning possible omissions or areas that require consideration in future revisions. In addition, we would like to learn about specific applications and ways in which you have found these principles to be useful to your own work or programs. Please send your comments to Office of Psychology in Education, Education Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

Preamble

American education is broadly viewed as a system in crisis. To overcome this crisis, the nation's president has set forth ambitious goals for education, and many efforts are under way to redesign and reform our educational system. The American Psychological Association (APA) is committed to making a unique contribution to these efforts. We focus attention on learner-centered principles that can provide the foundation for improving the quality of teaching and learning in America's schools.

The principles contained in this document, many of them already implemented in exemplary classrooms, represent both an ideal vision and cumulative experience that will continue to evolve through research. Our objective is to provide useful information consistent with research generated by psychologists and educators in the areas of learning, motivation, and human development. Use of these principles in reforming education will serve shared goals: educational excellence, with a focus on the individual learner.

Conversely, educational reform efforts that do not take these principles into account will surely fail.

Background

Throughout its history, psychology has provided vital information for the design of schooling based on theory and research on human nature, learning, and development. Research in psychology relevant to education has never been more productive than during the past 10 years. Advances in our understanding of thinking, memory, and cognitive and motivational processes can directly contribute to improvements in teaching, learning, and the whole enterprise of schooling. At the same time, educators concerned with the growing problems of school dropout, low levels of academic achievement, and other indicators of school failure are arguing for more learner-centered models of schooling. Such models attend to the diversity among students and use it to enrich learning and produce results within the context of current school reform.

The following principles, which are consistent with more than a century of research on teaching and learning, are widely shared and implicitly recognized in many excellent programs found in today's schools. They also integrate research and practice in various areas of psychology, including clinical, developmental, experimental, social, organizational, community, educational, and school psychology, as well as in education, sociology, anthropology, and philosophy. In addition, these principles reflect conventional and scientific wisdom: They comprise not only those systematically researched and evolving learner-centered principles that can lead to effective schooling but also principles that can lead to positive mental health and more effective functioning of our nation's children, their teachers, and the systems that serve them.

Learner-centered psychological principles and a systems perspective for incorporating them are necessary components of a new design for schooling. The systems perspective must focus on human functions at multiple levels of the educational system (learning, teaching, evaluating, and managing). From this perspective, educational practice will improve only when the educational system is redesigned with the primary focus on the learner. Psychologists, in collaboration with educators, can help decide how best to apply sound psychological principles in the redesign of America's schools. A new and exciting vision of schooling, and psychology's role in this vision, can then emerge.

Our immediate goal in offering these learner-centered psychological principles is to provide guidelines that can contribute to current educational reform and school redesign efforts and thus help meet the nation's educational goals. Through dialogue with concerned groups of educators, researchers, and policy makers, these principles can evolve further to contribute not only to a new design for America's schools, but also to a society committed to lifelong learning, healthy human development, and productivity. In developing these principles, psychology—together with other disciplines—can offer a unique contribution to the betterment of America's schools and the enhancement of the nation's vital human resources.

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Learner-centered psychological principles

The following 12 psychological principles pertain to the *learner* and the *learning process*. They focus on psychological factors that are primarily internal to the learner while recognizing external environment or contextual factors that interact with these internal factors. These principles also attempt to deal holistically with learners in the context of real-world learning situations. Thus, they must be understood as an organized set of principles and not be treated in isolation. The first 10 principles subdivide into those referring to *metacognitive and cognitive*, *affective*, *developmental*, and *social* factors and issues. Two final principles cut across the prior principles and focus on what psychologists know about *individual differences*. Finally, the principles are intended to apply to *all learners*, beginning with preschoolers.

Metacognitive and cognitive factors

Principle 1 The nature of the learning process. Learning is a natural process of pursuing personally meaningful goals, and it is active, volitional, and internally mediated; it is a process of discovering and constructing meaning from information and experience, filtered through the learner's unique perceptions, thoughts, and feelings.

Students have a natural inclination to learn and pursue personally relevant learning goals. They are capable of assuming personal responsibility for learning—monitoring, checking for understanding, and becoming active, self-directed learners—in an environment that takes past learning into account, ties new learning to personal goals, and actively engages students in their own learning process. In meaningful life situations, even very young children naturally engage in self-directed learning activities to pursue personal goals. During the learning process, individuals create their own meanings and interpretations on the basis of previously existing understandings and beliefs.

Principle 2 Goals of the learning process. The learner seeks to create meaningful, coherent representations of knowledge regardless of the quantity and quality of data available.

Learners generate integrated, commonsense representations and explanations for even poorly understood or communicated facts, concepts, principles, or theories. Learning processes operate holistically in the sense that internally consistent understandings emerge that may or may not be valid from an objective, externally oriented perspective. As learners internalize values and meanings within a discipline, however, they can refine their conceptions by filling in gaps, resolving inconsistencies, and revising prior conceptions.

Principle 3 The construction of knowledge. The learner links new information with existing and future-oriented knowledge in uniquely meaningful ways.

Given that backgrounds and experiences of individuals can differ dramatically, and given that the mind works to link information meaningfully and holistically, learners organize information in ways that are uniquely meaningful to them. A goal in formal education is to have all learners create shared understandings and conceptions regarding fundamental knowledge and skills that define and lead to valued learning outcomes. In these situations, teachers can assist learners in acquiring and integrating knowledge (e.g., by teaching them strategies for constructing meaning, organizing content, accessing prior knowledge, relating new knowledge to general themes or principles, storing or practicing what they have learned, and visualizing future uses for the knowledge).

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Principle 4 Higher-order thinking. Higher-order strategies for "thinking about thinking"—for overseeing and monitoring mental operations—facilitate creative and critical thinking and the development of expertise.

During early to middle childhood, learners become capable of a metacognitive or executive level of thinking about their own thinking that includes self-awareness, self-inquiry or dialogue, self-monitoring, and self-regulation of the processes and contents of thoughts, knowledge structures, and memories. Learners' awareness of their personal agency or control over thinking and learning processes promotes higher levels of commitment, persistence, and involvement in learning. To foster this self-awareness of agency, learners need settings where their personal interests, values, and goals are respected and accommodated.

Affective factors

Principle 5 Motivational influences on learning. The depth and breadth of information processed, and what and how much is learned and remembered, are influenced by (a) self-awareness and beliefs about personal control, competence, and ability; (b) clarity and saliency of personal values, interests, and goals; (c) personal expectations for success or failure; (d) affect, emotion, and general states of mind; and (e) the resulting motivation to learn.

The rich internal world of beliefs, goals, expectations, and feelings can enhance or interfere with learners' quality of thinking and information processing. The relationship among thoughts, mood, and behavior underlies individuals' psychological health and ability to learn. Learners' interpretations or cognitive constructions of reality can impede positive motivation, learning, and performance, as can negative thoughts and feelings. Conversely, positive learning experiences can help reverse negative thoughts and feelings and enhance student motivation to learn.

Principle 6 Intrinsic motivation to learn. Individuals are naturally curious and enjoy learning, but intense negative cognitions and emotions (e.g., feeling insecure, worrying about failure, being self-conscious or shy, and fearing corporal punishment, ridicule, or stigmatizing labels) thwart this enthusiasm.

Educators must support and develop students' natural curiosity or intrinsic motivation to learn, rather than "fixing them" or driving them by fear of corporal punishment or excessive punishments of any kind. Also, both positive interpersonal support and instruction in self-control strategies can offset factors that interfere with optimal learning—factors such as low self-awareness; negative beliefs; lack of learning goals; negative expectations for success; and anxiety, insecurity, or pressure.

Principle 7 Characteristics of motivation-enhancing learning tasks. Curiosity, creativity, and higher-order thinking are stimulated by relevant, authentic learning tasks of optimal difficulty and novelty for each student.

Positive affect, creativity, and flexible and insightful thinking are promoted in contexts that learners perceive as personally relevant and meaningful. For example, students need opportunities to make choices in line with their interests and to have the freedom to change the course of learning in light of self-awareness, discovery, or insights. Projects that are comparable to real-world situations in complexity and duration elicit students' higher-order thinking skills and creativity. In addition, curiosity is enhanced when students can work on personally relevant learning tasks of optimal difficulty and novelty.

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Developmental factors

Principle 8 Developmental constraints and opportunities. Individuals progress through stages of physical, intellectual, emotional, and social development that are a function of unique genetic and environmental factors.

Children learn best when material is appropriate to their developmental level and is presented in an enjoyable and interesting way, while challenging their intellectual, emotional, physical, and social development. Unique environmental factors (e.g., the quality of language interactions between adult and child and parental involvement in the child's schooling) can influence development in each area. An overemphasis on developmental readiness, however, may preclude learners from demonstrating that they are more capable intellectually than schools, teachers, or parents allow them to show. Awareness and understanding of developmental differences of children with special emotional, physical or intellectual disabilities as well as special abilities can greatly facilitate efforts to create optimal contexts for learning.

Personal and social factors

Principle 9 Social and cultural diversity. Learning is facilitated by social interactions and communication with others in flexible, diverse (in age, culture, family background, etc.), and adaptive instructional settings.

Learning is facilitated when the learner has an opportunity to interact with various students representing different cultural and family backgrounds, interests, and values. Learning settings that allow for and respect diversity encourage flexible thinking as well as social competence and moral development. In such settings, individuals have an opportunity for perspective taking and reflective thinking, thereby leading to insights and breakthroughs to new knowledge.

Principle 10 Social acceptance, self-esteem, and learning. Learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals.

Quality personal relationships give the individual access to higher-order, healthier levels of thinking, feeling, and behaving. Teachers' (or other significant adults') states of mind, stability, trust, and caring are preconditions for establishing a sense of belonging, self-respect, self-acceptance, and positive climate for learning. Healthier levels of thinking are those that are less self-conscious, insecure, irrational, and self-deprecating. Self-esteem and learning are mutually reinforcing.

Individual differences

Principle 11 Individual differences in learning. Although basic principles of learning, motivation, and effective instruction apply to all learners (regardless of ethnicity, race, gender, physical ability, religion, or socioeconomic status), learners have different capabilities and preferences for learning mode and strategies. These differences are a function of environment (what is learned and communicated in different cultures or other social groups) and heredity (what occurs naturally as a function of genes).

The same basic principles of learning, motivation, and effective instruction apply to all learners. However, individuals are born with and develop unique capabilities and talents and have acquired through learning and social acculturation different preferences for how they like to learn and the pace at which they learn. Also, student differences and curricular and environmental conditions are key factors that greatly affect learning outcomes. Understanding and valuing cultural differences and the cultural contexts in which learners develop enhances the possibilities for designing and implementing learning environments that are optimal for all students.

Principle 12 Cognitive filters. Personal beliefs, thoughts, and understandings resulting from prior learning and interpretations become the individual's basis for constructing reality and interpreting life experiences.

Unique cognitive constructions form a basis for beliefs and attitudes about others. Individuals then operate out of these "separate realities" as if they were true for everyone, often leading to misunderstandings and conflict. Awareness and understanding of these phenomena allow greater choice in what one believes and more control over the degree to which one's beliefs influence one's actions and enable one to see and take into account others' points of view. The cognitive, emotional, and social development of a child and the way that child interprets life experiences are a product of prior schooling, home, culture, and community factors.

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Implications for school redesign and reform

The foregoing principles have implications for educational practice in the areas of instruction, curriculum, assessment, instructional management, teacher education, parent and community roles, and educational policy. Some of these implications are listed in the following sections to provide examples that are consistent with the learner-centered principles. They are intended to stimulate further thinking, discussion, and elaboration of ideas toward developing new designs for education.

Instruction

Effective instruction

◆ Involves students in their own learning, with opportunities for teacher and peer interactions that engage students' natural curiosity and opportunities for personal reflection and self-study;

◆ Encourages students to link prior knowledge with new information by providing multiple ways of presenting information (e.g., auditory, visual, and kinesthetic).

◆ Attends to the *content* of curriculum domains and to generalized and domain-specific *processes* that facilitate the acquisition and integration of knowledge in these domains; and

◆ Includes constructive and informative feedback regarding the learner's instructional approach and products, as well as sufficient opportunities to practice applying new knowledge and skills to developmentally appropriate levels of mastery.

◆ Offers opportunities for acquiring and practicing various learning strategies in different content domains to help students develop and effectively use their minds while learning;

◆ Encourages problem solving, planning, complex decision making, debates, group discussions, and other strategies that enhance the development of higher-order thinking and use of metacognitive strategies;

◆ Helps students understand and respect individual differences by learning principles of thinking and psychological functioning and how these operate in building attitudes and belief systems about others;

◆ Enables learners to plan future directions and apply what they learn;

◆ Maintains fair, consistent, and caring policies that respect the individual by focusing on individual mastery and cooperative teamwork rather than on competitive performance goals; and

◆ Ensures that all students have experience with (a) teachers interested in their area of instruction, (b) teachers who respect and value them as individuals, (c) positive role modeling and mentoring, (d) constructive and regular evaluations, (e) optimistic teacher expectations, and (f) use of questioning skills to actively involve them in learning.

Curriculum

Effective curricula

◆ Attend to affect and mood as well as cognition and thinking in all learning activities and experiences, thereby totally engaging the learner;

◆ Include assessments from students and teachers to check for student understanding of the subject matter, including implications and applications of knowledge.

◆ Have an affective and cognitive richness that helps students generate positive thoughts and feelings of excitement and interest;

◆ Help students engage in higher-order thinking and practice metacognitive strategies, including reflective self-awareness and goal setting;

◆ Help students to be more aware of their own psychological functioning and how it relates to their own learning;

- Include authentic (relevant to the real world) tasks and assessments that help students integrate information and performance across subject matter disciplines while allowing students to choose levels of difficulty for challenge or novelty;
- Are developmentally appropriate to the intellectual, emotional, physical, and social characteristics of the individual;
- Help students increase awareness and understanding of how thought processes operate to produce separate, self-confirming realities so that they can better understand different individuals, as well as different social and religious groups;
- Encourage students to see positive qualities in all groups of learners, regardless of race, sex, culture, physical ability, or other individual differences; and
- Include activities that promote empathy and understanding, respect for individual differences, and valuing of different perspectives, including materials from a multicultural perspective.

Assessment

Effective assessment

- Is integrated with instruction to continue learning progress and is authentic in content and performance requirements;
- Measures personal progress and achievement, rather than comparing an individual's performance with the performance of others, and fosters personal learning goals;
- Redefines success; standards should be based not on competition, but on self-selected or collaborative learning goals that promote self-generated solutions;
- Enables students to make various choices, including the types of products for demonstrating achievement of educational standards;
- Measures student growth and allows for the highest levels of performance on developmentally appropriate standards; standards are formulated in such a way that every student has an opportunity to excel at something; and
- Promotes students' self-reflection on their growth by providing opportunities for self-assessment and thoughtful feedback on learning progress.

Instructional management

Effective schools and classrooms

- Accommodate mentoring and make time and physical space and facilities for students to pursue their learning goals and activities;
- Are prepared to present materials at different developmental levels to children of the same age;
- Encourage cooperation and respect for diversity and individual differences and discourage practices that are not inclusive of all learners;
- Accommodate differences in intelligence and special talents in the artistic, musical, spatial, physical, and social domains;
- Provide alternative technologies or paths to learning for students with special needs (e.g., total communication systems for hearing impairments, Braille systems for visual impairments, argumentative communication for multiple impairments) and teachers qualified to use them;
- Provide support systems for students and teachers to deal constructively with expectations to master challenging curricula and exhibit quality performance (e.g., through individual attention and support groups); and
- Meet the needs of the whole child (emotional, intellectual, social, physical) by provid-

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ing integrated physical health, mental health, and social services in addition to academic services.

Effective learning environments

- Encourage student choice in areas such as topics of learning, types of projects on which to work and whether to learn independently or in groups;
- Are flexible in matching individual student needs with variations in instructional format and processes, including content, organization, strategies, and social settings;
- Emphasize respect and acceptance of differences and discourage stigmatizing practices such as labeling, ability grouping, or grade level retention;
- Include the flexible and creative use of cross-age and peer-tutoring models. Effective curricula avoid grade-level materials that are too easy for fast-learning students and too difficult for slow-learning students; and
- Foster quality adult-student relationships based on understanding and mutual respect; such relationships reciprocally reduce levels of stress and insecurity in teachers and students.
- Are conducive to quiet, reflective thought and to cooperative social interaction;
- Support students in developing ideas through student-centered projects and activities that promote student choice and responsibility;
- Attend to meaningful performance contexts (e.g., apprenticeship settings) wherein knowledge can be anchored to meaningful prior knowledge and experience;
- Are warm, comfortable, and supportive; they help minimize students' insecurities and promote a sense of belonging;
- Provide high standards and optimistic expectations for all students, while respecting cultural diversity, developmental variations, and other individual differences; and
- Provide for an appropriate diversity of abilities, ages, cultures, and other individual differences in grouping students.

Teacher education

Effective teacher education programs

- Include standards for teacher and staff selection that attend to attitudes and beliefs that reflect the teacher's orientation to different student groups.
- Are based on the preceding principles of learner-centered instruction in both pre- and in-service programs.
- Offer strategies for establishing positive climates for learning, including ways to handle and reverse negative thoughts and moods, in teachers and students, that interfere with teaching and learning.
- Help teachers see how their own attitudes and motivation for teaching and learning affect student motivation and learning in the classroom.
- Provide the knowledge base about the cognitive, emotional, and motivational processes that affect learning so that teachers can promote higher-order thinking and learning processes.
- Include information about general and domain-specific metacognitive strategies and how they can most effectively be taught to students of differing abilities and backgrounds.
- Encourage teachers to "think out loud" during explanations as a strategy for making problem solving explicit and transparent, thus modeling metacognitive thinking and teaching strategies for their students.
- Provide information about intellectual, emotional, physical, and social characteristics of children at various development levels, as well as methods for assessing and accommodating developmental and intellectual differences in learning ability.

- Emphasize ways to actively involve students in the learning process and to elicit the material or solutions from the students themselves in a way that is non-threatening and that will spark students' creative thinking.
- Focus on strategies for diagnosing and encouraging students' use of self-directed motivational and learning processes.
- Help teachers understand how each student learns best and to relate subject matter to each student's interests in a manner that triggers the student's curiosity and innate interest in learning.
- Include information on how to engage students' excitement and intrinsic interest in learning in a way that bypasses students' self-consciousness, concern about self-image, or need to prove themselves and without relying on external rewards that undermine natural interest in learning.
- Help teachers understand how to continually demonstrate respect and caring for students in the classroom while maintaining an organized classroom in an authoritative (as opposed to authoritarian) manner.
- Include stress management training that emphasizes principles of mind-emotion-behavior relationships and how to provide socio-emotional support.
- Include strategies for selecting curricula that provide appropriate levels of cognitive complexity and authenticity for students at different levels of development and ability.
- Help teachers become more aware of (a) the need to relate instructional content and processes to the cultural contexts of their students and (b) the differences that cultures impose on public displays of volunteering information, asking questions, asking for help, discussing personal concerns in public, and a host of other cultural values and constraints that can enrich the classroom when recognized or lead to chaos and misattributions when ignored.

Parent and community involvement

- Effective school systems will be designed through collaboration of students, teachers, counselors, administrators, parents, and community members. Once a new vision is generated, staff development is the place to start.
- Effective school systems work closely with families and subcultures in aiding student learning. Schooling is just one of many forces influencing the learning of individuals. Other dimensions of proven influence are the family, peer groups, and the subcultures with which individuals identify.
- Effective school management provides students, teachers, and parents with input into and responsibility for curriculum, rules of discipline, and other policies and practices that provide a secure and supportive climate for students and teachers.

Policy implications for learner-centered school redesign

The learner-centered principles cannot be treated in isolation when deriving policy implications. Taken together, these principles describe a new view of the learner, the learning process, and implications for instruction. It is this broader view of the whole learner and implications for instruction—including teaching, learning, and assessment—that allows for a learner-centered, systems perspective in deriving policy implications.

Policies should

- Recognize that learning can only be as enriching as the teacher's ability to foster it and the system's commitment to meeting the learner's needs. Teachers cannot automatically be assumed capable of facilitating learning and growth without ongoing administrative efforts to support teachers' self-development in intellectual, emotional, social, and behavioral areas. Thus, policy must address ways to ensure the reciprocal empowerment of both teachers and students such that teachers feel sufficiently supported and valued and can, in turn, empower their students.

- Allow for the construction of a learning environment that adapts to individual learner needs, avoiding overly rigid and reductionistic definitions of the curriculum, specification of objectives, and schedules for when and where learning occurs. Definitions and regulations of what, when, and for how long topics are to be studied and what resources are used should be drawn in a way that maximizes the flexibility and choice students and teachers have to organize learning to meet the needs of individual children.
- Reflect the need for learners to integrate and organize knowledge in personally meaningful ways. Curriculum and assessment processes should encourage learners to see the connections between what they are asked to learn and what they already know, how information being learned relates to other subjects and disciplines, and how the knowledge is used and connects with real world situations—that is, situations that are not academically abstracted from natural phenomena and experiences. Policies should facilitate the organization of learning tasks around problem situations that integrate low- and high-literacy skills such as thinking about thinking and creative and critical thinking.
- Encourage the organization of sequences or hierarchies of learning tasks so that assessment of progress reflects the growth of the learner's skills and knowledge, not the matching of content rigidly tied to age or grade.
- Acknowledge the roles that personal beliefs about self, personal expectations about learning, and other cognitive constructions can play in learning and self-development. Furthermore, policies should acknowledge the importance of affective and cognitive development and give students the opportunity to increase their understanding of their psychological functioning (e.g., using psychological personnel to assist students in self-development).
- Encourage the creation of instructional settings that cross the full range of social mediation contexts needed for learning (e.g., working alone, working with others, and working with other groups as a member of a team. Regulations and resources should be flexible and encourage this variety of settings; policies that promote only one perspective, such as individual isolation or competition among students, should be avoided.
- Acknowledge the diversity found in the United States among individual students' interests, cultural backgrounds, motivations, and abilities. The American school program needs to be diverse in character, structure, and intent to adequately meet the needs of the full range of these learners. Using single programs, standards, and learning goals for all learners ignores the fact and value of diversity.
- Facilitate the interaction of psychology with other disciplines such that concerns relative to the psychological health and functioning of learners are considered. Interactions among disciplines and their embodiment in funding and service provider agencies can mutually enhance the knowledge base and attention to the needs of the whole (emotional, intellectual, social, and physical).
- Enable schools to provide services for all of a child's needs and for all children, allowing schools to be the locus of services with connections to other service providers. Mechanisms for facilitating school-community linkages should be considered and promoted, as well as school-family and school-business linkages.

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Applying the learner-centered principles and their implications to issues in the assessment of student achievement

Within the current national debate on what methods should be used to assess student progress toward national educational goals, one important area in which to apply the learner-centered principles is student assessment. A central assumption is that to improve educational outcomes for all learners, one has to create a learner-centered assessment system that requires *high* standards for each student for each goal, individually negotiated by the student and the teacher. Also, a classroom instructional program is needed that helps students to achieve learner-centered standards. Assessments can be based on a variety of evidence about student achievement, which might include folios, projects, and performance. The critical difference between (a) a learner-centered assessment system based on goals and (b) standards established by the local community and implemented by teachers is that by involving learners in the process, only the learner-centered system promises consideration of the diversity of the nation's communities and school children in the redesign of schools. In this context, assessments are products—ways students have chosen to demonstrate their developing competencies and achievement of learning standards.

Assessing student performance on a task he or she is not interested in or cannot see the purpose of amounts to assessing boring curriculum and what it elicits from a student; it does not assess learning. The starting point needs to be good pedagogy and sound educational theories. The learner-centered perspective considers the learner's thoughts and feelings about learning and schooling. It emphasizes that students learn because something is meaningful to them, not because they must perform some task. Learning and performance are not the same, and they need to be distinguished in new assessment systems. The bottom line is that *students need to be consulted and involved in the design of assessment systems that serve them better.* They will learn and perform better if they see schools as relevant places in which to spend time in and if they can choose their goals and the products they will make to demonstrate their development and achievement.

Emerging learner-centered principles of assessment

The following principles of assessment can be derived from the foregoing learner-centered principles.

1. The fundamental purpose of any educational assessment of students should be to promote meaningful learning.
2. The design of standards of excellence and assessment systems should be negotiated by the participants—including parents, teachers, administrators, and students—in districts and states to ensure commitment and ownership among primary stakeholders.
3. Assessment should elicit students' genuine effort, motivation, and commitment to the goals of assessment and foster self-appraisal and self-regulated learning.
4. The strategies, skills, and knowledge required to excel on academic assessments should be the same as those required to master the curriculum on a daily basis.
5. Assessments should be based on authentic and meaningful tasks that are aligned with the regular curriculum and instruction provided in the classroom.
6. Assessment should provide credibility and legitimacy to a broad range of talents and accomplishments of students across the curriculum.
7. A single national test of academic achievement should be avoided because it cannot do justice to the diversity of students' accomplishments in this heterogeneous and multicultural society.

8. Assessments should be fair and equitable to all students regardless of prior achievement, gender, race, language, or cultural background.

9. All assessments should provide for periodic review and revision among the participants and consumers of assessment information.

10. Assessment should occur continuously in classrooms in order to provide longitudinal evidence of individual growth.

11. Assessments should measure students' motivation, attitudes, and affective reactions about the curriculum as well as their cognitive skills, strategies, and knowledge.

12. Assessments should include exhibits, portfolios, and performances to demonstrate achievement in addition to traditional paper-and-pencil tests.

13. The results of assessment should provide clear, comprehensible, and immediate feedback to the participants.

14. Assessments need to provide for multiple plausible responses and growth in understanding through errors.

15. Assessment needs to allow for creative and self-determining constructions and expressions of knowledge rather than focusing on predetermined problem-and-answer sets.

Fourth revision, dated January, 1993, of a proposal from the APA Task Force on Psychology in Education and the Mid-continent Regional Education Laboratory (McREL). This and subsequent revisions were based on input from a wide circulation of each draft among psychologists and educators. Since this project was begun, we have learned of other work on learning principles by Art Combs. While different in emphasis and detail, there is a congruence with regard to major factors that are essential to learning.